DOCUMENT RESUME

ED 354 125 RC 018 963

TITLE	State Plan for Migrant Education Program of Kentucky of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988. FY 1993-95. School Years 1992-93 through 1994-95.
INSTITUTION	Kentucky State Dept. of Education, Frankfort.
PUB DATE	92
NOTE	111p.; Small, broken type in federal forms may not reproduce clearly.
PUB TYPE	Reports - Descriptive (141) -- Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Coordination; Elementary Secondary Education; Federal Aid; *Migrant Education; *Migrant Programs; Parent Participation; Program Development; Program Evaluation; Program Implementation; Program Improvement; School Health Services; *State Programs; Statewide Planning; Student Evaluation; Student Recruitment
IDENTIFIERS	Elementary Secondary Education Act Title I; *Kentucky

ABSTRACT

This plan for continuing migrant-education programs in Kentucky was submitted as the state's 1992 application for a grant under Chapter 1, Title I of the federal Elementary and Secondary Education Improvement Act (1965). The document discusses state plans and projections for continuing migrant-education programs from FY 1993 to 1995. The following topics are discussed: (1) a statewide needs assessment, including a FY 1991 performance report; (2) proposed objectives, activities, and evaluation procedures; (3) measuring statewide student performance and program improvement; (4) student identification and recruitment; (5) ages and migrant status of children to be served; (6) location of planned projects; (7) services to private school children; (8) coordination with other programs; (9) coordination with other states; (10) parental participation; (11) meeting fiscal and administrative requirements; and (12) use of funds. Also outlined are general plans for local education agencies including considerations of size, scope, and service-delivery. The document includes tables on projected student populations, staff positions, and state budget information. Appendices include project rosters, state needs assessment forms, and achievement-test data for children served during school year 1990-91. (TES)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED354125

RC

STATE PLAN FOR MIGRANT EDUCATION PROGRAMS OF KENTUCKY

OF THE
AUGUSTUS F. HAWKINS -
ROBERT T. STAFFORD
ELEMENTARY AND SECONDARY
SCHOOL IMPROVEMENT
AMENDMENTS OF 1988

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Laura Graham
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FY1993 - 95
School Years 1992-93 through 1994-95

RC018963

TABLE OF CONTENTS

Type of Application ..... Page 2

Statewide Needs Assessment ..... Pages 2-12

Objectives, Activities, Evaluation ..... Pages 12-17

Sustained Performance ..... Pages 17-18

Identification and Recruitment ..... Pages 18-23

Coordination With Other Programs ..... Pages 23-25

Parental Participation ..... Pages 25-27

Fiscal and Administrative Requirements ..... Pages 28-29

Section B: Program Plan - Local Projects ..... Pages 29-32

Part III - Tables and Budget Narratives ..... Pages 34-43

Appenices .....
- (A) State Needs Assess
- (B) Map
- (C) Project Roster
- (D) State Parent Council Roster
- (E) Sustained Gains Test Data
- (F) Needs Assessment Forms

OMB Approval No. 0348-0040

ASSURANCES — NON-CONSTRUCTION PROGRAMS

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§ 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C.§§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply with the provisions of the Hatch Act (5 U.S.C. §§ 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. § 276c and 18 U.S.C. §§ 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program andto purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§ 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. § 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§ 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§ 4801 et seq.) which prohibits the use of lead based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984.

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Thomas C Boyle	Commissioner of Education
APPLICANT ORGANIZATION	**DATE SUBMITTED**
Kentucky Department of Education	May 4, 1992

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 –

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 –

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about –

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will –

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3),

Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted--

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

_____

_____

_____

Check ☐ if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 --

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
Kentucky Department of Education	84.011 Chapter 1 Migrant
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Thomas C. Boysen, Commissioner	
SIGNATURE Thomas C Boysen	DATE May 4, 1992

ED 80-0013, 6/90 (Replaces ED 80-0008, 12/89; ED Form GCS-008, (REV. 12/88); ED 80-0010, 5/90; and ED 80-0011, 5/90, which are obsolete)

APPLICATION FOR FEDERAL FINANCIAL ASSISTANCE UNDER CHAPTER 1 MIGRANT EDUCATION PROGRAM

PART I

1. Request for Federal Assistance

The State of Kentucky hereby requests its entitlement of funds as authorized by Section 1201 of Chapter 1 of Title I of the Elementary and Secondary Eduction Act of 1965, as amended (Pub. L. 100-297).

2. State Applicant (list the State Agency to whom the funds will be awarded)

Applicant: Kentucky Department of Education

State Address/P.O. Box: 500 Mero St. Capital Plaza Tower

City/State, and Zip Code: Frankfort, Kentucky 40601

Federal Employer Identification Number: 61-060-0439

Contact Person (name and title): Kenneth W. Ison, Program Consultant

Telephone Number: 502-564-3301

3. Certification

To the best of my knowledge and belief, data in this application are true and correct. the document has been duly authorized by the governing body of the applicant and the application will comply with the requirements of the Chapter 1, Migrant Education Program, and the attached assurances contained in Part IV of this application.

Thomas C. Boysen — May 4, 1992

Signature of Chief State School Officer or Legally Authorized Representative — Date

Commissioner of Education

Title

PART II - PROGRAM NARRATIVE

Section A - Program Plan - State Level

1. Type of Application - Operating Period

The Kentucky Department of Education, Migrant Education Program, is submitting a three (3) year plan to secure funds to operate a state migrant education program. The plan will cover the period of July 1, 1992 through June 30, 1995.

The state education agency (SEA) recognizes that program funds for any one (1) year of this three (3) year plan may be used in the subsequent fifteen (15) months, provided that the SEA adheres to guidelines regarding the carryover of such funds. The SEA further recognizes that if, during the course of any project year, there are significant changes in the number or needs of the children to be served or the services to be provided, the SEA must submit a description of such changes to the Office of Migrant Education, outlining the impact of the changes on the migrant education budget, program and projects.

2. Statewide Needs Assessment

Beginning July 1, 1989, Kentucky began implementing a new program model for serving eligible migratory children. The model abandoned the traditional approach of serving migratory children, i.e., pullout or in-class tutorial models, to an advocate/recruiter and extended school year model. The conceptualization of such a model was based upon a two (2) year study of needs assessment data gathered from regular classroom teachers at the local project level and compiled and analyzed at the SEA level. Data strongly supported the notion that children must be physically and emotionally prepared to participate in a formal learning process. The concept that, aside from the obvious effects that migration has on educational continuity, children must receive adequate health and nutritional care; must have suitable clothing; and must have experiences that foster a sense of self-worth and well being. Therefore, the major impetus of the program was one of concentrating on the total family unit and networking the family, the school and the community to bring about maximum benefits to eligible migrant children.

Kentucky is now in its first year of full implementation of the new model, i.e all districts (except those in initial recruitment) are functioning with at least a five tenths (.5) migrant advocate and will conduct an extended summer academic experience for eligible migrant children. From calendar year 1989 through calendar year 1991, the size of Kentucky's migrant program has almost doubled. A total of 5,783 eligible children received migrant funded services beyond initial identification and recruitment during the regular school term. A total of 3,097 children received migrant funded summer academic services.

Chart I displays the number of migrant funded support services provided during the regular and summer terms. Each service category is also displayed as a percentage of the total services rendered. The first three (3) categories, i.e., guidance and counseling, social work outreach and health amount to eighty percent (80%) of the total support services during the regular school term and fifty-nine percent (59%) of the total summer support services. Many of these same types of services are provided at no cost to the migrant program by private physicians and dentists, social service agencies, local health departments, community action agencies, clothing banks, churches, private citizens, local education persons and through Kentucky Education Reform Act programs such as Family Resource and Youth Services Centers.

CHART I

Support Services

	Regular Term	Summer Term
Guidance/Counseling	1,551 (28%)	281 (12%)
Social Work Outreach	2,364 (43%)	1,066 (46%)
Health (includes dental)	465 (9%)	15 (1%)
Nutrition	250 (5%)	281 (12%)
Pupil Transportation (includes field trips)	219 (4%)	484 (21%)
Other (academic guidance, eye glasses, books, clothing)	542 (10%)	186 (8%)
Other (physical exams, weekly readers)	37 (1%)	
TOTAL MIGRANT FUNDED SUPPORT SERVICES	**5,428**	**2,313**

NOTE: Total number of children receiving migrant funded services beyond I & R was 5,783 - regular term and 3,097 - summer term.

FY1991 Performance Report

During the month of May 1991, all Kentucky students (including the migrant students) were given a norm-referenced, standardized achievement test (CTBS/4) covering basic and advanced skills. Migrant coordinators and regular classroom teachers were instructed to identify the migrant students' test answer sheets with a Chapter 1-Migrant flag. This enabled our central computer service to generate a report on the NCE score in each skill area for each migrant student in each of the projects. Also, the SEA received the mean NCE score in each skill area for each grade level. Thus the SEA has the third "snapshot" of the status of the basic and advanced skills development of migrant students in Kentucky based on the state assessment using the CTBS/4.

From a headcount of 5,783, migrant test data was identified for 3,985 students (69% sample). Test scores for 76% of the children were obtained in the FY1990 sample. Chart II displays May 1991 achievement data for all migrant children tested. This chart displays the mean content area NCE score and the number tested for each grade level. One can also compare old year and current year results by grade level in reading, math and language arts.

Continued use of point-in-time assessment will enable the SEA to study the effectiveness of the state migrant program over time. If the LEAs maintain the test computer identification numbers for migrant students, they will have longitudinal data on each student as well as grade level data on the projects and state totals for comparison. It is hoped that Kentucky will begin using social security numbers to identify school age children. This will greatly enhance having pre and post test data on all children who continue to reside in Kentucky and who are tested.

It should also be noted at this time that it appears Kentucky will not test children in the spring of 1993. As part of Kentucky's Education Reform, a new test will be developed and validated during the next twenty-four (24) months. The new test under the Kentucky Instructional Results Information System (KIRIS) will be given for the first time during the spring of 1994. It is anticipated that all grades will be tested annually. The testing in 1994 will serve as a pre-test for migrant children who are tested that year. This will also keep the state in compliance with its two (2) year federal reporting requirements.

CHART II
NORMAL CURVE EQUVALENT (NCE)
SCORES - AVERAGES BY GRADE LEVEL

	READING VOCABULARY	OLD YEAR	READING COMPREHENSION	OLD YEAR	READING COMPOSITE	OLD YEAR	LANGUAGE MECHANICS	OLD YEAR	LANGUAGE EXPRESSION	OLD YEAR	LANGUAGE COMPOSITE	OLD YEAR	MATH COMPUTATION	OLD YEAR	MATH CONCEPTS AND APPLICATIONS	OLD YEAR	MATH COMPOSITE	OLD YEAR
2	44.8	43.5	44.0	44.8	44.2	43.9	49.5	51.2	45.0	46.2	45.8	47.1	53.1	53.9	49.2	47.9	50.4	50.2
N =	379		378		378		378		378		378		379		378		378	
3	46.0	43.3	44.5	40.7	45.0	41.8	48.2	42.6	47.1	31.6	47.2	41.2	48.1	43.1	47.1	42.5	47.2	41.8
N =	363		363		363		364		364		364		364		364		364	
4	43.2	45.0	45.6	44.9	44.6	45.0	47.3	49.2	42.8	41.7	45.0	46.7	45.3	48.3	44.8	45.8	44.8	47.0
N =	300		301		300		300		301		300		300		301		300	
5	44.9	45.3	45.5	47.1	45.2	46.2	48.3	51.7	44.6	46.0	46.8	49.2	49.0	51.4	45.0	48.6	47.0	50.0
N =	284		284		284		283		283		283		283		283		283	
6	43.3	42.0	45.9	46.2	44.5	44.0	49.4	48.5	44.2	47.5	47.2	49.6	49.2	48.8	46.5	46.4	47.8	47.6
N =	289		289		289		290		289		289		289		289		289	
7	40.3	42.1	43.8	44.5	42.0	43.3	46.3	47.7	42.5	42.6	44.4	45.0	46.2	45.6	45.4	43.7	46.3	45.2
N =	237		237		236		237		238		237		237		237		236	
8	44.2	44.5	47.0	45.9	45.7	45.5	47.7	46.7	44.5	44.2	46.7	46.1	46.1	47.2	45.0	45.6	45.8	46.7
N =	219		219		219		218		219		217		219		219		219	
9	50.6	41.1	49.6	43.6	50.8	42.8	52.0	45.0	50.9	45.5	53.1	46.9	47.8	44.5	48.5	44.3	48.8	45.4
N =	503		504		503		503		507		502		508		506		506	
10	49.5	47.2	52.7	46.5	51.2	47.2	51.5	48.0	48.8	46.8	51.6	49.0	51.3	46.0	50.9	44.8	52.1	46.1
N =	702		702		702		702		701		700		696		701		695	
11	43.2	42.4	45.3	44.8	44.6	44.1	44.1	50.1	42.9	43.5	44.6	47.9	45.2	50.9	42.8	42.8	44.7	47.4
N =	66		66		66		66		68		66		67		66		66	
12	39.8	42.3	43.5	44.8	41.5	44.0	46.4	46.1	43.1	44.2	45.5	44.8	47.9	50.8	41.4	47.4	45.3	50.6
N =	39		39		39		39		37		37		35		36		35	

Unique Count of Students Enrolled or Residency Only

A unique count of students residing in Kentucky during the month of May 1991 was obtained from the local projects. The unique count showed that during the period, a total of 6,134 children were in residence. Of this total, 5,636 were enrolled and 5,102 were served. Of the total students, 2,173 were status 1 or 2 children. The remainder (3,961) were status 3 children.

TABLE I

Unique Count of Students in Residence

AGE GROUP	TOTAL STUDENTS
0 - 02	242
03 - 04	505
05 - 17	5,138
18 - 21	249

TABLE II

Unique Count of Students in Residence by Status

STATUS TYPE	TOTAL STUDENTS
Current 1 or 2	2,173
Former 3	3,961
Interstate 1	891
Intrastate 2	1,282

SUMMER ACADEMIC SERVICES

During the summer 1991 a total of 3,176 migrant students received academic and support services in thirty-two (32) local projects. Of this total 1,030 were currently migratory children and 2,146 were formerly migrant children. The number of children served represents roughly six times the number of children served during the summer of 1990. A total of 2,188 children received reading and/or language arts assistance while 1,633 of the total children

received assistance in math. Vocational services were provided to 113 children while English for credit or for promotion was provided to 255 middle and high school students through the state-funded extended school services. Field trips, guidance and counseling, social work outreach, nutrition, transportation and medical services were also provided to many of the children, either with migrant funds or through state extended school funds. One district utilized JTPA funds to provide a summer academic and work program for migrant high school students.

Other Desired Outcome Measures

Kentucky's previous three (3) year plan set out to establish other desired outcome measures in the areas of improving attendance, reducing the dropout rate and increasing the graduation rate for migrant students.

Since 1989, which was our baseline year, the attendance rate for migrant students has increased and remains steady, although still slightly lower than for all Kentucky students. (See Table III below.)

TABLE III

Attendance	FY1991	FY1990	FY1989(baseline)
Migrant Students	94.4%	94.3%	93.3%
All Kentucky Students	95.0%	94.0%	94.7%

During FY1989 the dropout rate for migrant students in grades 7-12 was 5.25% as compared to 3.15% for all Kentucky students in grades 7-12. In FY1991 the dropout rate for migrant students was 4.33% as compared with 2.75% for all Kentucky students. (See Table IV below.)

TABLE IV

Dropout Rate	FY1991	FY1990	FY1989(baseline)
Migrant Students	4.33%	5.46%	5.25%
All Kentucky Students	2.75%	2.96%	3.15%

FY1991 will serve as Kentucky's baseline for the graduation rate of migrant students. The rate for FY1991 was 23.5% for migrant students as compared to 68% for all Kentucky students.

2.b.(1) Results

From the State Needs Assessment results (see Appendices), it is noted that 1,437 (40%) of the sample (3,592) are in need of remedial reading services. Some 1,231 of the 1437 were also found to need remedial assistance in one of the other language arts areas, i.e., writing, spelling or oral language. Results also showed that 1,271 (35%) were deficient in math.

Of most significance, however, was the need for social services by 2,443 children (68%) of the total sample. This is up 4% from the previous year's assessment. The primary response indicators centered around low self-esteem, excessive or disruptive behavior problems and excessive absenteeism. Roughly 19% (712 children) were reported to lack basic health care. These results continue to support Kentucky's position that the problems of these children are not merely academic related.

In summary, the statewide needs assessment indicates (by priority) a need for (1) social, environmental support needs; (2) reading and language arts remedial academics; (3) math remedial academics; and (4) health related services.

The statewide test result summary (see Chart II) further substantiates the overall need for reading and language arts as the most needed area of remedial academics. Migrant students tested in grades 2-11 continue to lag substantially behind their non-migrant peers on standardized achievement tests. (See Chart III.)

Migratory Status

As previously stated, the SEA conducted a headcount of migrant students during the week of May 1991. This count was conducted for the purpose of establishing a baseline of migrant students who might be participating in one of the 46 migrant projects in operation at the time of the count. The results indicate that on a given day the number of migrant students being served in the 46 programs was approximately 6,134. Approximately 36% (2,173) of the students were status 1 or 2 children. Status 1 children totaled 891 while status 2 children totaled 1,282. The unique count of students (by status) for calendar year 1991 showed a total of 8,152 children enrolled in the MSRTS data bank. Of the total (including residency only children), 1,478 were status 1 children and 2,315 were status 2 children. Currently children (status 1-2) accounted for 46% (3,793) of the total children enrolled.

CHART III

AVERAGE NCE COMPARISON BETWEEN MIGRANT STUDENTS AND THE STATE

GRADE	BASIC READING		READING COMPREHENSION		MATH COMPUTATION		MATH CONCEPTS AND APPLICATIONS		LANGUAGE MECHANICS		LANGUAGE EXPRESSIONS	
	M	S	M	S	M	S	M	S	M	S	M	S
2	44.8	52.9	44.0	52.7	53.1	54.8	49.2	54.5	49.5	55.1	45.0	54.4
3	46.0	52.5	44.5	51.3	48.1	51.6	47.1	52.8	48.2	53.2	47.1	52.7
4	43.2	54.3	45.6	54.0	45.3	54.7	44.8	54.3	47.3	55.5	42.8	53.4
5	44.9	52.5	45.5	51.9	49.0	53.7	45.0	52.7	48.3	54.9	44.6	51.8
6	43.3	52.7	45.9	53.2	49.2	54.6	46.5	53.3	49.4	54.3	44.2	51.6
7	40.3	52.8	43.8	52.9	46.2	53.4	45.4	52.3	46.3	53.5	42.5	51.8
8	44.2	55.5	47.0	55.5	46.1	54.2	45.0	54.2	47.7	55.4	44.5	53.0
9	50.6	52.2	49.6	52.1	47.8	53.6	48.5	52.2	52.0	55.2	50.9	52.7
10	49.5	54.2	52.7	54.7	51.3	55.6	50.9	53.9	51.5	56.2	48.8	53.3
11	43.2	49.9	45.3	50.3	45.2	52.7	42.8	50.9	44.1	53.9	42.9	51.2
12	39.8	N/A	43.5	N/A	47.9	N/A	41.4	N/A	46.4	N/A	43.1	N/A

Therefore, it appears reasonable that on a given day, Kentucky will have an enrollment between 6,000 and 7,000 children of which approximately 50% are status 1-2.

The May 1991 head count shows that there were 505 three (3) and four (4) year-old migrant children residing in Kentucky at that time. There were 249 eighteen (18) through twenty-one (21) year-old youth in residence.

2.b.(2) Types of Service Based on Needs Assessment

Over the previous three-year period, the Kentucky Department of Education phased out regular school year remedial academic programs and began a phase-in of summer school academic programs. Critical to the implementation of this plan was the gradual phase-in of migrant student advocates. As advocates, these persons are responsible for identifying and coordinating the resolution of problems relating to home and school. Results of the 1991 needs assessment reflected that 68% of the children in the sample had social services support needs. Information from the Migrant Student Record Transfer System (MSRTS) indicated that 5,428 migrant funded support services were provided during the 1990-91 regular school year and an additional 2,313 during the 1991 summer school. All of these services were the direct result of the migrant student advocate concept. This approach has also brought about a dramatic increase in parent involvement, both at the state and local level. Therefore, Kentucky will continue the advocate model during the regular and summer term.

In implementing summer school academic programs, Kentucky gradually moved away from duplicating services offered by other federal and state programs during the regular school term. It was decided that federal programs such as Chapter 1 (basic), Special Education and Chapter 2; state funded programs such as Adult Education and Dropout Prevention; and now Kentucky Education Reform Act (KERA) initiatives such as Extended School Services (before and/or after school tutoring) and ungraded primary services, would appropriately handle academic difficulties during the regular school term. Therefore, the Kentucky migrant program will provide summer remedial and enrichment services to eligible migrant children. These services will supplement another existing KERA initative, extended summer school, in districts where both programs exist and provide migrant funded summer academic experiences in project areas where other summer services are not available.

These programs will bridge the gap between academic years (by promoting retention), ease scheduling problems at the building level (students eligible for more than one program) and expose children to educational experiences that are not possible during the regular school year term. Additionally, summer school programs will promote better nourishment for the majority of these children through involvement in summer feeding programs of the School Food Services Division.

3. Objectives, Activities to Achieve Objectives and Evaluation

Goal: To enable each currently migratory child to achieve an internationally superior education and a love of learning with the assistance of specially designed supplementary advocacy and instructional services. The pursuit of this goal is described in the following objectives:

Objective #1 (Pre-Kindergarten):

1.a. In FY1993, LEA subgrantees will be directed to provide approximately 505 currently migrant pre-kindergarten children (3 and 4 years of age) with developmentally stimulating activities, either by referral to existing early childhood programs for which they qualify, or by initiating and supervising parent/child activities in the home during the regular school year August 15, 1992 to June 1, 1993, and will be encouraged to enroll these migrant children in a 1993 migrant summer school pre-kindergarten program.

Activities to Meet Objective 1.a.:

1.a.1. Before November 1, 1992, the SEA migrant staff and selected LEA subgrantee staff, will collaborate to update and improve model packets of stimulating materials and suggested activities to coordinate with Kentucky's curriculum framework and to aid child development in the skill areas of cognition, communication, motor, social emotional and self-help; and the SEA will disseminate these model packets to all Kentucky subgrantees.

1.a.2. Before November 1, 1992, the LEA subgrantees will geographically locate all currently migrant children, ages 3 and 4, visit the home, and get acquainted with parents. Coordinators will determine current intervention by other educational programs, including Head Start, PACE, state preschool programs, private preschool programs, day cares, nursery schools, and Even Start; assess the level of parent

educational attainment; and determine the degree of parental cooperation or interest in services. The record of this first visit, including demographics, data verification, educational level of parents, current intervention, and degree of interest or cooperation will provide baseline data and facilitate preparation for a second home visit before March 7, 1993.

1.a.3. Before February 1, 1993, the SEA staff in cooperation with selected Early Childhood Education staff will conduct a training workshop for LEA migrant student advocates in the use of the packet (materials and suggested activities) to involve parents in helping their child attain performance skills commensurate with the recognized performance expectations for that age level.

1.a.4. During the months of February and March, 1993, the LEA migrant student advocate will arrange a second home visit to deliver a packet and train the parents in suitable developmental activities with a pre-kindergarten child. A record or log of the visit i.e., date, parent and child time-in-training, attitude toward intervention, anticipated progress, and concerns or apprehensions, will document the service.

1.a.5. The motivation of the advocate will determine the number and frequency of supportive home visits to assist parents with appropriate stimulation activities from the packet; however, about May 1, 1993, the advocate will visit the home to assess the value of the packet from the parent's perspective and to enroll the child in a summer school pre-kindergarten program in the summer of 1993.

Evaluation of Objective # 1.a.

Success in achieving this objective will be measured by:

(1) The development and dissemination of an instructional packet by the SEA;

(2) The location and visitation by the LEA of all identifiable migrant preschoolers, 3 and 4 years of age;

(3) The training of all LEA subgrantee advocate personnel in use of instructional packets and parent involvement;

(4) The documented provision of regular year services to all identified migrant preschoolers, whether through the use of instructional packets, or the inclusion in existing community programs for 3 and 4 year olds; and

(5) The documented enrollment of all migrant preschoolers in summer school programs.

1.b. In FY1994, objectives from the first year will be continued with more emphasis on acceleration for economically deprived and educationally disadvantaged children in a six-week summer school pre-kindergarten program, including participation in a federally funded nutrition program.

1.c. In FY1995, objectives from the first year (appropriate referral and parent/child stimulation) will continue with all currently migrant children having an opportunity for a summer school pre-kindergarten acceleration program in 1995.

Objective #2 (Migrant Students, ages 5-17):

2.a. In FY1993, the migrant education program in Kentucky will continue to expand into additional locations in the state, utilizing the advocacy model for providing services to approximately 5,000 currently migrant school age students during the regular school year, and providing direct instruction to such students in summer schools.

Activities to Meet Objective 2.a.:

2.a.1 The SEA will formally establish a training network among LEA subgrantees to institutionalize a "shadowing" training process between experienced migrant advocates and persons new to the role. This training activity will supplement the SEAs training which uses an advocate training module.

2.a.2. The SEA will initiate discussions in unserved counties to build a recruitment base for expansion of the migrant program into at least 5 new counties.

2.a.3. LEA subgrantees will be provided training in additional models of summer instructional programming including traditional on-site summer schools, summer work-study programs, summer research projects, summer theme camps, summer enrichment trips, and combinations of these programs.

Evaluation of Objective #2.a.:

Success in achieving this objective will be measured by:

(1) The establishment of a training network which is utilized by all subgrantees, either in the role of trainer or trainee;

(2) The identification of at least 5 new counties in which the migrant program will be initiated during the fiscal year; and

(3) The provision of training in a variety of summer program models to all subgrantees.

2.b. In FY1994, objectives from the first year will be continued; students will have the opportunity to access the PASS and credit accrual and exchange programs; and the migrant program will be expanded into additional counties.

2.c. In FY1995, training opportunities will be expanded, refinements will be made in the utilization of the PASS and credit accrual and exchange programs, and the migrant program will be fully coordinated with all aspects of the Kentucky Education Reform Act (KERA).

Objective #3 (Migrant Youth, ages 16-21):

3.a. In FY1993, the Kentucky Migrant Education program staff will implement procedures for locating approximately 250 currently migrant youth, less than 22 years of age, who have dropped out of school before attaining a high school diploma or its equivalent, and for cultivating an interest and determination to act on a referral to an adult education program, a GED class, a vocational school, or return to the regular secondary school. A log or case study will document the effort and success of initiatives by migrant advocates.

Activities to Meet Objective #3.a.:

3.a.1. By January 1, 1994, the SEA staff will form a linkage with persons and agencies responsible for the delivery of educational and supportive services to youth in an alternative environment for the purpose of coordinating those services in the interest of migrant youth that failed to attain a high school diploma. Admissions procedures and requirements will be shared and recorded. This information will become an important segment of the training module for migrant student advocates.

3.a.2. By January 1, 1994, the SEA will enter into a cooperative agreement with the private sector (business and industry) to develop an incentive award for successful completion of student goals leading to the attainment of a high school diploma or its equivalent by these at-risk migrant youth.

3.a.3. By September 1, 1993, the LEA subgrantee will geographically locate currently migrant dropouts or residency-only youth, visit the family, get acquainted with the youth, assess the attitude and interest in further schooling, learn of any current intervention by other agencies, and explore needs. Data gathered will be recorded as a needs assessment.

3.a.4. The LEA migrant student advocate will work with each identified youth to secure the participation and completion of the most appropriate alternative educational program for each youth. The value of the advocates' work will be measured by youth participation, regular attendance, consistent preparation and application, and successful completion.

Evaluation of Objective #3.a.:

(1) The formation of a formal linkage between the SEA and other agencies/persons which leads to coordination of services;

(2) The incorporation of coordination of services information in the SEAs training module, to be used by LEA subgrantees;

(3) The signing of a cooperative agreement with representatives of the private sector for the awarding of incentives for high school completion to at-risk migrant youth;

(4) The identification of at least 250 currently migrant dropouts by LEA subgrantees; and

(5) The participation of at least 75% of identified youth in an appropriate alternative education program.

3.b. In FY1994, the SEA staff will continue to monitor the procedures and meet periodically with the other agencies and persons to update the linkages, the eligibility requirements, and the resolution of problems with the delivery system, and will conduct a training workshop for migrant advocates regarding coordinated provision of services to currently migrant youth who are dropouts.

3.c. In FY1995, the SEA staff will continue to support the migrant student advocate in the interest of these at-risk youth; will give leadership to fine-tuning the procedures for transition to alternative educational programs as disaffected youth become more visable, and advocates seek to intervene before dropping out occurs.

4. Statewide Performance and Program Improvement

a. Sustained Performance of Students

In May 1991, eligible migrant students enrolled in grades K-12 were assessed academically with the Comprehensive Test of Basic Skills, 4th Edition. An achievement data file for formerly migrant students beyond first year, both served and not served, was generated. A similar file will be generated in May 1993. The pre/post match for FY1993 will document the sustained performance results.

b. The SEA reports annually to the secretary. The SEA uses a three part instrument (Exhibit A) for collecting and aggregating demographic and migrant funded services data from the local projects. Part I is primary source data aggregated by the LEA Coordinator in Part II.

Part III is a point-in-time assessment questionnaire or an annual review by the local migrant team of the objectives addressed in the state plan, the LEA application and the allocation of funds. A modification of Part III is used to collect summer school data.

Eligible migrant students formally enrolled in school are tested annually in May with the CTBS/4 as part of a statewide testing program. Kentucky's Educational Reform Act, April 1990, will alter the statewide testing program. However, Chapter 1 Programs in Kentucky are currently committed to the CTBS/4 at least through May 1992. The CTBS/4 is scored by KDE. Reports are generated by KDE on individual students, projects by grade levels, state migrant program performance, and performance of all Kentucky students. This data may be disaggregated by status, served vs. not served, basic skills vs. advanced skills, males vs. females, etc. Performance is measured in NCEs on a pre/post match or gap reduction using district, state and national comparisons.

Desired outcomes in the areas of attendance, retention, graduation and dropout are measured with a gap reduction model by comparing project performance with district and state performance.

c. In addition to state needs assessment data, the SEA has requested a standard report as part of the current SAPNA process which will reflect individual student test information by district, subject area, and pre/ post scores. This will allow the SEA to directly pinpoint the most academically at-risk migrant children. This information will be shared with each district with specific directions about targeting the identified students. If a district through technical assistance and other means fails to show sustained student performance through three (3) testing points, the SEA will seek other avenues with respect to a particular project. Alternatives will include placing the project in a regional program that might offer better instructional support, analyzing the appropriateness of the test for the population and considering alternative service delivery. To achieve these ends, the SEA will rely heavily upon Department of Eduction specialists in early childhood, ungraded primary, student assessment and instructional practices.

5. Identification and Recruitment

The state of Kentucky has 120 counties. Topographically moving east to west, mountains yield to rolling hills which give way, as the Ohio and Mississippi Rivers are approached, to level farmland.

Traditional recruiting has excluded the twenty-seven (27) most mountainous counties, which have very little agriculture. However, due to an expansion of the agricultural definition to include temporary work reclaiming strip-mined land and restoring it to its original contours (a requirement of the Surface Mining Act), as well as seasonal commercial (non-retail) nursery work, all 120 counties are presently being viewed as potentially capable of sustaining migrant populations. Recent Identification and Recruitment (I&R) activities in Pike and Letcher Counties are proving that substantial migrant populations probably exist in certain areas of eastern Kentucky.

Urban recruitment of clients in Kentucky has begun. Fayette County (Lexington) has initiated Kentucky's first urban recruitment effort. Early efforts appear promising, especially collaboration with the Homeless project in Fayette County and with the Parent and Child Education (PACE) program for preschoolers.

Jefferson County (Louisville), due to a retired local educator's concern, is investigating the Migrant Education Program (MEP) and is expected to begin I & R activities by July 1992. With these programs in place, two of Kentucky's three largest metropolitan areas will have beginning MEP programs.

Kentucky, through the Department of Employment Services, will soon be linked into the American Migrant Worker Inventory and Tracking System (AMWITS). This should allow Kentucky farmers to access American migrant workers. In turn, they may bring their children into Kentucky thus allowing identification and recruitment of these children.

With these new initiatives and on-going efforts, Kentucky is modifying its incentive policy toward new migrant programs with an eye toward better long-term results and commitment from LEAs. The SEA's success in every section of the state has meant that initial financial assistance need no longer be offered because clients are present statewide. LEAs may choose to begin a program, or become part of an operating region. The former case means use of the LEAs own resources, which translates into greater dedication toward a successful result, while the latter means being part of a successful program from the beginning.

a. Procedures

(1) Established migrant programs, of course, conduct on-going recruiting efforts. The state migrant recruiter visits them on a regular and requested basis to periodically discuss recruiting strategies and techniques, offer training and update skills, and disseminate information.

(2) A study being done by the SEA's Research Division, based on migration patterns and other demographic data (interfaced with other data banks), is expected for the first time to give the SEA predictive ability in terms of numbers of migrants and their migration pattern into each of the counties.

(3) Since July 1990, the recruiter has visited 40 counties on a multiple basis, with 10 resulting in the establishment of new migrant programs. The SEA expects that up to 10 new programs will begin within the next year, and within 3 years 80% of Kentucky's school districts will have a MEP, either on a regional or individual basis. Recruitment efforts are forming in western Kentucky and in counties that are surrounded by migrant programs with the best chance of quick success. The school districts to the west and northwest of Christian County, with the present exception of the McCracken County region, will be operated by the Christian County program when feasible. After a regional program (see number 7) is established and stabilized in western Kentucky, recruiting efforts will form in eastern Kentucky as a last untapped source of candidates.

(b) Recruiters

(1) The LEAs are being urged to allocate part of their budgets to fund recruiting efforts and/or recruiting personnel at every opportunity. The three largest districts, in terms of recruitment last year, all had in common at least a half-time recruiter. Recruiters are trained, as they are hired, by the state migrant recruiter.

(2) The LEAs are being urged to use, as the SEA is using, the services of ESCORT, especially in the areas of recruiting and parent involvement.

(3) Plans are being formulated, and candidates screened, to fill regional recruiter positions under the planned regionalization pilot program (see number 7). The current design assures that a recruiter would have full-time advocacy and recruiting responsibilities in a 1,000 square mile area and be paid an hourly wage.

c. Quality Control

(1) All Certificates of Eligibility (COEs) will be reviewed by the SEA administrative specialist for MSRTS. Any issues regarding eligibility of children are to be referred to the SEA director for Migrant Education.

Attendance data will be reported for every eligible migrant student enrolled during the regular school year and during summer school.

Supplemental Programs, using Guidance/Counseling (030) and Social Work Outreach (031) will track the amount of time advocates work with the individual children.

Annual Review

Annually, a random (representative) sample (10%) of COEs will be jointly reviewed by the administrative specialist for MSRTS and the SEA director for Migrant Education. Any problem areas will be presented and discussed at the annual State Migrant Conference. Current I & R practices will be the responsibility of the SEA recruiter.

Ineligible Children

Children found to be ineligible for migrant services will be immediately removed from MSRTS. Removal is to be documented by a letter from the SEA state migrant director to the MSRTS state contact person in Little Rock, Arkansas.

If a payback of funds to the SEA is required, the SEA will determine the amount of payback by calculating the amount of FTEs the enrollment represents, multiplied by the FTE worth established by the SEA for the period(s) of time involved. The local education agency will receive written notification of the children involved, the representative FTE generated, the amount of the payback and instructions for the issuance of a check to the Kentucky State Treasurer. Any funds not eligible for redistribution will be returned to the USDE.

(2) The SEA is required to implement a process ensuring that completed COEs contain accurate information in sufficient detail to explain to an independent reviewer the basis for determining that a child is a currently or formerly migratory child. The SEA is considered to be in compliance if the total number of children whom the SEA has identified as migratory were identified within a five (5) percent margin of error. To accomplish this requirement, the SEA will utilize both information obtained from a random sample of COEs at the LEA level during program monitoring and the annual sample (10%) taken at the SEA level. Cases will be sampled from each local program. This will enable the SEA to detect any problem(s) specific to the local project as well as point out problems that might be prevalent statewide.

d. Maps

(1) The entire 120 counties are viewed as being able to sustain a migrant program until SEA recruitment efforts prove otherwise.

(2) See new map (enclosed).

6. Children Residing in State to be Served by State Program

a. Table A (Parts 1-4).

b. See new Tables - Limited or no fishers are expected to reside.

7. Location of Planned Projects

a. Kentucky's recruitment efforts have produced approximately 89.9% increase in generated FTE units over the past three (3) years. Kentucky will continue to systematically attempt to broaden the areas of the state and the numbers of children identified and recruited. Through our approach six (6) projects have been revitalized, six (6) remain to be done, six (6) regional programs are in effect consisting of 21 counties, two (2) of three (3) urban recruitment areas are operating and efforts are underway to develop eight (8) new programs and four (4) new regions. Far western Kentucky will be divided between Paducah Community College and Christian County. When fully implemented, this will involve 13 counties in the far western portion of the state.

b. See roster of programs (appendices).

One hundred (100) projects are expected to run both regular and summer school projects during the third year of this three-year plan.

c. Map of planned projects

See (appendices) map.

8. Services to Private School Children

a. The SEA surveyed private schools in March of 1987. At that time there were no migrant children identified who were attending private schools. Without exception, private schools chose not to participate in federal programs. Local school districts also check with any private schools in their service area each year. This has historically failed to identify any migrant students.

b. If migrant children are located in private schools and they desire to participate, the SEA will attempt to provide needed services through the LEA or through another public or private entity.

9. Coordination With Other Programs

a. Migrant Health

At present there are no migrant health funds or projects in Kentucky (see letter from Dr. Carlos Hernandez, Appendices). Efforts are underway to secure funds for a health center.

b. HEP/CAMP

(1) Kentucky will share a list of students who have dropped out of school with the High School Equivalency Program in Tennessee which is the nearest existing program. The address and telephone number of all HEP programs will be provided in writing to local coordinators prior to the start of the 1992-93 school year.

(2) The closest CAMP program to Kentucky is located in Texas at St. Edwards University. Kentucky will provide the address and telephone number of the five (5) CAMP universities to each LEA.

c. Migrant Headstart

Several of Kentucky's preschool migrant children are being served in headstart programs. Kentucky has no Migrant Headstart Programs. We have been in contact with the director and Board of the Kentucky Migrant Farmworkers Project (402 Project) who have expressed an interest in trying to secure funds to set up a Migrant Headstart Program. We have secured information from the Region IV Headstart Resource Center - Training and Technical Assistance Services at Western Kentucky University in Bowling Green, Kentucky. The SEA will attempt to secure a preferred status for eligible three (3) and four (4) year olds. LEA program coordinators were given a directory of the Kentucky Headstart programs at the April 18, 1989, statewide coordinators meeting. Coordinators will be required to address the headstart issue in their applications to the SEA.

d. Education for the Handicapped Program

Handicapped migrant children have historically been served by special education units in the LEAs. The Division of Exceptional Children Services and Division of Program Resources are both under the same administrative head which makes coordination more feasible.

e. There are no programs established under Section 681 of the Community Services Block Grant Act of 1981 (see letter, Appendices).

f. Kentucky has a Section 402 Project located in Bowling Green, Kentucky. This project is known as the Kentucky Farmworkers Project (KFP). The SEA has met with the director of this project on several occasions over the last three (3) years. On March 30, 1989, both the SEA and the KFP agreed to coordinate efforts by serving as a referral source for the respective programs. Other mutual concerns are housing, health services, and headstart services for eligible migrant children.

g. Kentucky will continue to seek other entities which might benefit migrant children.

h. Local projects are beginning to access JTPA funds for summer institutes for middle and high school students.

10. Coordination with Other States

a. Kentucky will participate fully in MSRTS (Migrant Student Record Transfer System) in terms of both health and educational records.

b. When students migrate to Kentucky from other states, this state will put forth every effort to accommodate requests from sending states to meet the special needs (academic and support) of these students. For intrastate students, Kentucky will make every effort to accommodate special needs of students when requested by the sending LEA.

c. Kentucky will utilize AMWITS in cooperation with Florida and other states.

d. Kentucky will seek to participate in the secondary credit exchange and accrual process and PASS. ESCORT will arrange for appropriate persons to assist Kentucky in the exploration and possible implemention of these two endeavors. Assistance has been requested for early June 1992.

11. Parental Participation

a. The Migrant Parent Advisory Council of Kentucky (MPACK) is composed according to MPACK by-laws, of any migrant parent. Attendance has varied between thirteen (13) and sixteen (16) members. These persons were screened by Lori Wolverton of ESCORT and invited to compose an empowered parent advisory council. The Kentucky MEP staff are presently acting as facilitators and the MPACK members are tentatively venturing into decision-making, by-law writing, and other activities designed to alter their outlook and expectations as migrant parents and council members. Coordinators (or designee) are active, visiting participants. Since they are asked to bring their district's MPACK member(s) to the meetings (see Appendices), representatives of the SEA are in attendance and participate.

b. On December 20, 1991, MPACK met to begin the process of deciding how they were going to operate. Everyone nominated and invited, attended (sixteen members). They spent a full day discussing their role(s) as an organization and as individuals and the need for a means to conduct MPACK business. The result was a set of by-laws created by MPACK to facilitate operations; symbolically

The March 10, 1992, meeting finished discussion of the by-laws and Robert's Rules of Order. Ken Ison addressed evaluation results, MSRTS update, and new federal regulations. The impact of the new federal regulations for service to 3-4 and 18-21 year old currently children before service to school-aged formerly children was extensively discussed. Parent ideas, concerns, and suggestions were emphasized. Input was sought concerning summer schools which address students' needs as well as student and parent support.

The afternoon brought appeals for assistance from two LEA advocates who want their local PACs to be better. MPACK members took the lead in identifying needs and offering suggestions. It is planned that beginning with the 1992-93 school year, funds will be available in LEA budgets so that MPACK members can serve as contacts between the state organization and local PACs, as the by-laws direct.

This has been a year of transition for the parents, but their enthusiasm and beginning sense of ownership of the Council bodes well for the future, and represents a lessening of the burden on the SEA to manage the process. The concept fits with the Kentucky Education Reform Act, and the SEA is pleased to promote it.

On May 7, 1992, at Natural Bridge State Resort park, Tom Hanley from ESCORT,will present a program on "Teenagers"; and the second election of MPACK officers, in which the state MEP has had no part, will take place.

c. Approval of project application and evaluation forms will come before one MPACK meeting yearly. Evaluation information, local and statewide, will be disseminated at the meeting following acquisition and compilation of this information. The statewide results of the needs assessment will be disseminated following compilation of these results. At each MPACK meeting, recruiting, MSRTS, and new developments (local and statewide) will be discussed as necessary.

The SEA will ensure parental involvement in implementing the state program by nominating a majority of parents to the MPACK and by requesting local coordinators to bring their parent representative to the meetings. MPACK members and coordinators will receive all

pre-meeting mailings. All MPACK members, coordinators, and MPACK attendees will receive meeting minutes. Handouts dispersed at the meetings will be attached to minutes and sent to non-attending members.

To assure parental participation in program implementation at the LEA level, all districts must sign an assurance page. They must complete a description of the organization, makeup, and meeting dates for the local PAC. Other parent involvement and dissemination of information about the program and/or about student progress, must be described. The latest PAC minutes must be attached. This information is part of the application process and must be approved by the SEA.

The monitoring instrument contains questions concerning parental involvement. Documentation of this involvement is noted: PAC minutes, evaluation forms, letters, memos, telephone contacts, open house, and conferences. A variety of documentation is encouraged during monitoring visits, and samples from other districts are made available. Each district is encouraged to develop a documentation process reflective of their parental involvement procedure. Monitoring will be discussed and handouts distributed at the March 1992 state meeting.

d. LEA personnel will help locate 18-21 year-old currently migrant adults who have not attained either high-school graduation or a GED. These persons will be referred to the local Adult Education Agency. These identified adults will be encouraged to become involved in the local Adult Education or HEP Program. The SEA and MPACK will address the possibility of the Kentucky Migrant Education Program helping with transportation and/or material expenses for migrant participants above what the local Adult Education Program offers to all participants. Similarly, any eligible 18-21 year old who is handicapped would be referred to the local Rehabilitation Office (also see Section 3). Sixteen and seventeen year old (currently) high school dropouts located during recruiting, will be encouraged to return to school. If they choose not to return to school, they will be referred to Adult Education and Rehabilitation (also see Section 3).

12. Fiscal and Administrative Requirements

a. Maintenance of Efforts

Maintenance of fiscal effort information is required of districts each year. This information is screened for compliance and is a part of each district's file. Districts (not in compliance) will not be funded unless this requirement is met. All districts have been found to maintain 90% or more of the level of the second preceding year.

b. Supplementing of non-Federal Assistance

The Chief School Officer of each district applicant is required to sign an assurance that migrant funds will not be used to supplant district funds and/or programs. Each staff person in every district is required to submit a Professional Staff Data form to the Division of Certification. These forms outline how each person's time is allotted both in terms of instructional time (by category) and allocation of salary. These are checked against applications by SEA migrant staff to ensure that they match the district's application.

Initial applications are closely screened to detect any possible violation. When programs are monitored, this is the most closely checked compliance area.

Except as provided under Section 1018(b) of the law, Chapter 1 Migrant Education Program funds will be used to supplement, not supplant, state and local funds that in the absence of migrant funds would be available for the education of migratory children.

c. Comparability of Service

Taken as a whole, the state and locally funded services available for migratory children (when they can be served) are comparable to those provided for non-migratory children.

13. Use of Funds

a. The SEA will use Chapter 1 administrative funds to pay for 3.66 FTE staff of the migrant program. This includes a branch manager, director, program consultant, MSRTS administrative specialist and administrative secretary (see Table C, Attachments).

Table B (see Attachments) shows a breakdown of Chapter 1 administrative funds used to defray expenses of the migrant program (total of $228,024). This total includes funds for migrant personnel, fringe benefits, travel, supplies, other (data processing) and indirect charges.

b. Migrant Education Program funds will be used to pay for staff travel and expenses related to migrant education ($7,000); expenses of the state Migrant Parent Advisory Council; ($5,800); and $700 for Migrant Education Messages and Outlook (MEMO). The total program funds for use at the SEA level is $13,500.

c. Each LEA is required to submit a program budget with their application. Monies are budgeted by accounting codes, screened by SEA migrant staff, and screened and approved by the Office of Internal Administration (OIA). LEAs must submit monthly finance reports to the OIA to verify expenditures.

An annual audit of program expenditures is required. Equipment costing $500 or more or any computer equipment must have prior approval by the Director for Migrant Education. SEA expenditures must be requested by use of a purchase order and approved by the Division Director, Associate Commissioner, Deputy Commissioner and the Office of Internal Administration.

SECTION B: Program Plan - Local Projects

1. Process

Each LEA must submit an application which satisfactorily addresses specific content areas set forth by the SEA. Each application is screened by the SEA. Any necessary corrections must be made before the application will be approved by the SEA.

2. Proper Use of Funds

a. The basis for allocating funds to LEAs will be the current FTE generated during the preceding calendar year. This figure may change, up or down, due to the proposed size, scope, and quality of each local project, numbers of currently children and the SEAs commitment to quality summer projects. Project designs must adequately address the needs of migrant children ages 3-21 before projects will be approved and funds allocated.

New recruitment projects will be funded 10-15 hours per week at $5-7 per hour plus .22 cents per mile for travel. New projects will begin as summer projects based upon recruitment results obtained over a minimum recruitment period of not less than six (6) months prior to application for a summer school. Other factors are:

> results of monitoring of LEA program if current (last year);

> evaluation data of year just completed;

> whether program design is reflective of state and local needs assessment data; and

> Unused funds from previous year.

b. The phase-in of migrant summer school projects has virtually guaranteed no duplication of local academic effort especially during the regular school term. The migrant education advocate/recruiter/records positions during the regular school year will not duplicate but ensure that migrant students can take advantage of all possible resources for both academic and support needs before the use of migrant funds is necessary.

3. Size, Scope and Quality

a. Size

All project applications, regardless of size, will be given consideration for funding, especially if currently migrant children reside in the district. In the event of limited numbers of currently migrant children (less than 10), the SEA must first consider funding for those districts where more substantial numbers of currently children reside.

b. Scope

LEAs will be required to address the needs of all currently children ages 3-21. This can be accomplished through a variety of means. During the regular school year (through the use of the migrant advocate), services will consist of: (1) coordinating other available services in the school and community to meet child needs; (2) home visitation; (3) educational packets; and (4) payment for support services only after

other resources have been exhausted. Summer school programs should focus on enhancing student retention of reading and language arts skills obtained during the previous regular school term. Again, all currently children (ages 3-21) are first priority to receive services.

c. Quality

At application the quality of a proposed project will be assessed by determining if key elements and data are present in the application. Prior year evaluation data and monitoring results will be used by the SEA as one critical measure. LEAs should agree to use teachers who are certified in the grade levels of children with whom they work. Teacher supervised aides may be utilized to assist with summer school programs.

4. Parental Involvement and Consultation With Teachers

a. Please refer to paragraphs 2-3 under Section A, Item 11.c.

b. LEAs are required to address this issue in the application process. During monitoring visits LEAs are asked to show written evidence that respective summer projects are being developed in consultation with teachers. SEA staff also reserve the right to interview teachers in determining the presence of teacher consultation.

5. Coordination of Services and Instruction

a. All instructional staff paid with migrant funds are required to provide summer instructional services based upon child needs. Regular classroom teachers are to be consulted. They are required to document such consultation including the subject matter content obtained from the regular classroom teacher and other appropriate sources.

b. The SEA's move toward migrant summer school programs was designed to prevent duplication or fragmention of other remedial programs which exist during the regular school year. Only two (2) LEAs, have thus far experienced a need to provide limited English proficiency services to Kentucky's migrant children. The SEA attempts to reserve funds for such situations. Handicapped migrant students receive special education services as would any other child. Migrant

(academic) services to handicapped migrant children are only provided through consultation with special education teachers. Documentation is required at the LEA level and checked during monitoring.

c. This is being accomplished on a limited basis at the LEA level. Under the SEA's three year plan, the SEA will place much increased attention to the area of adult education. LEAs will be required to address this issue in subsequent applications.

PART III

TABLES AND BUDGET NARRATIVES

PART III - TABLES AND BUDGET NARRATIVES

Table A 1-4 - Children Expected to Reside and to be Served in the State

See Table A 1-4 attached.

Table B - State Educational Agency Budget Summary

Budget Narrative

The SEA estimates a total Chapter 1 administrative funds budget of $228,024. This total includes expenses for 3.66 FTE migrant staff which includes the branch manager, director, program consultant, MSRTS administrative specialist, and administrative secretary. Fringe benefits for the 3.66 FTE positions total $16,449. Staff travel, equipment and supplies are expected to total $29,000. Other expenses ($45,000) are for the migrant program's share of data processing expenses and $18,093 for indirect charges. State MPACK activities are budgeted at $5,800; travel at $7,000; and MEMO at $700. The remainder of the estimated program funds, $3,748,943, will be spent on LEA activities (includes carryover).

Table C - SEA Staff Positions and Funding Source

Branch Manager	Duties are 33% devoted to supervising migrant director, other migrant staff and monitoring.
Director	Duties are 100% devoted to overall administration of the SEA migrant program. These include: budgeting, project approval, interpretation and adherence to laws and regulations, and project monitoring.
MSRTS Administrative Specialist	Duties are devoted 100% to SEA migrant functions and include: receiving and sending MSRTS data, seminars on MSRTS records-keeping, on-site training of MSRTS records-keeping personnel, arranging of SEA migrant conducted meetings (except state MPACK) and initial screening of COEs.

Migrant Recruiter	Duties are devoted 100% to SEA migrant programs and include: development of new project areas, training of LEA recruiters, dispersement of recruitment related materials, monitoring and state MPACK activities.
Administrative Secretary	Performs all SEA migrant program clerical duties (33% Migrant; 27% Chapter 1 - N or D and P. L. 89-313 Handicapped).

Table D - State Plan Budget Summary

See Table D, Attached.

Migrant Student Advocate

(Job Description)

GOAL: To use the resources of the home, school and community to maximize the experience of schooling for eligible migrant students (ages 3-21) in the attainment of a high school diploma or its equivalent.

1. Desired Professional Training and Background of Experience

   a. Training in child development and the psychology of learning.

   b. Elementary teacher certification or three years of experience in the core curriculum at the elementary or middle school level.

   c. Guidance counselor and/or school social worker certification or three years of experience in home-school-community public relations work in the interest of children.

2. Desired Personal Characteristics

   a. Mature enough to have the respect of parents, community leaders, principals and teachers.

   b. Empathy and compassion for children who are economically deprived and/or educationally disadvantaged.

c. Commitment to the dignity and worth of all children and expectations for their capability of attaining high school graduation or the equivalent.

d. Stamina and endurance to work flexible hours in order to achieve the job goal, as stated.

3. Desired Job Skills

a. Organization, implementation, and follow-through.

b. Human relations.

c. Analysis of negative behavior and of learning problems.

d. Resourceful in the use of community resources in the resolution of problem situations. Example: Seeking the services of a retired teacher to tutor a high school student failing English.

Areas of Service

1. Tracking migrant children (ages 3-21) relative to their successful experience with schooling using three objective indicators: (1) regular attendance and satisfactory class performance as measured by the report card on a six-week time period culminating in promotion or credits earned; (2) sustained gains on a norm-referenced, standardized achievement test; and (3) progress toward graduation or readiness for kindergarten.

2. Maintenance of records for documentation of services received by migrant children.

3. Referral of migrant youth to alternative schooling experiences using other agencies.

4. Parent involvement in the functional skill development of pre-kindergarten migrant children (ages 3-4) to attain a level of achievement commensurate with recognized performance expectations for their age level.

TABLE A (1)

CHILDREN EXPECTED TO RESIDE IN THE STATE AND CHILDREN EXPECTED TO BE SERVED a/

AGRICULTURE

MIGRANT STATUS	AGE		GRADE LEVELS			TOTALS
	Below Age 3	3 Through 4	ELEMENTARY Grades K to 8	SECONDARY Grades 9 to 12	UNGRADED	
1	2	3	4	5	6	7
INTERSTATE Reside	230	170	800	270	50	1520
Serve	161	119	640	202	35	1157
INTRASTATE Reside	340	220	1,300	200	90	2,150
Serve	204	132	1,103	157	71	1,667
SUBTOTALS Reside	570	390	2,100	470	140	3.670
Serve	365	251	1.743	359	106	2,824
FORMERLY Reside	60	155	2,275	550	40	3,080
Serve	15	40	1,873	395	11	2,334
TOTALS Reside	630	545	4,375	1,020	180	6.750
Serve	380	291	3,616	754	117	5,158

a/ "Served" means to receive academic and support services provided in whole or in part with MEP funds, except those related to identification and recruitment of migrant children, up to the point of entry into the Migrant Student Record Transfer System.

TABLE A (2)

CHILDREN EXPECTED TO RESIDE IN THE STATE AND CHILDREN EXPECTED TO BE SERVED a/

FISHING

MIGRANT STATUS	AGE		GRADE LEVELS			TOTALS
	Below Age 3	3 Through 4	ELEMENTARY Grades K to 8	SECONDARY Grades 9 to 12	UNGRADED	
1	2	3	4	5	6	7
INTERSTATE						
Reside						
Serve						
INTRASTATE						
Reside						
Serve						
SUBTOTALS						
Reside						
Serve						
FORMERLY						
Reside			2			2
Serve			2			2
TOTALS						
Reside			2			2
Serve			2			2

a/ "Served" means to receive academic and support services provided in whole or in part with MEP funds, except those related to identification and recruitment of migrant children, up to the point of entry into the Migrant Student Record Transfer System.

TABLE A (3)

CHILDREN EXPECTED TO RESIDE AND
CHILDREN EXPECTED TO BE SERVED a/
IN THE STATE BY AGE GROUPS

REGULAR SCHOOL

MIGRANT STATUS	AGE AT THE BEGINNING OF THE SCHOOL YEAR					TOTALS
	Below Age 3	3 Through 4	5 Through 12	13 Through 17	18 Through 21	
1	2	3	4	5	6	7
INTERSTATE						
Reside	230	170	778	322	20	1520
Serve	161	119	622	250	5	1157
INTRASTATE						
Reside	340	220	1250	310	30	2,150
Serve	204	132	1060	251	20	1,667
SUBTOTALS						
Reside	570	390	2,028	632	50	3,670
Serve	365	251	1,682	501	25	2,824
FORMERLY						
Reside	60	155	2,094	693	80	3,082
Serve	15	40	1,724	535	22	2,336
TOTALS						
Reside	630	545	4,122	1,325	130	6,752
Serve	380	291	3,406	1.036	47	5,160

a/ "Served" means to receive academic and support services provided in whole or in part with MEP funds, except those related to identification and recruitment of migrant children, up to the point of entry into the Migrant Student Record Transfer System.

TABLE A (4)

CHILDREN EXPECTED TO RESIDE AND
CHILDREN EXPECTED TO BE SERVED a/
IN THE STATE BY AGE GROUPS

SUMMER SCHOOL

MIGRANT STATUS	AGE AT THE BEGINNING OF THE SUMMER TERM					TOTALS
	Below Age 3	3 Through 4	5 Through 12	13 Through 17	18 Through 21	
1	2	3	4	5	6	7
INTERSTATE						
Reside	105	78	358	144	15	700
Serve	83	61	322	124	10	600
INTRASTATE						
Reside	221	143	814	202	20	1,400
Serve	134	87	699	168	12	1,100
SUBTOTALS						
Reside	326	221	1,172	346	35	2,100
Serve	217	148	1,021	292	22	1,700
FORMERLY						
Reside	58	150	2,038	677	77	3,000
Serve	13	35	1,550	483	19	2,100
TOTALS						
Reside	384	371	3,210	1,023	112	5,100
Serve	230	183	2,571	775	41	3,800

a/ "Served" means to receive academic and support services provided in whole or in part with MEP funds, except those related to identification and recruitment of migrant children, up to the point of entry into the Migrant Student Record Transfer System.

TABLE B

STATE EDUCATIONAL AGENCY BUDGET SUMMARY a/

OBJECT CLASS CATEGORIES	FEDERAL FUNDING AMOUNTS	
	Chapter 1 Administrative Funds b/	Chapter 1 Migrant Education Program Funds c/
1	2	3
1. SEA ACTIVITIES	$164,485	-0-
a. Personnel	$164,485	-0-
b. Fringe Benefits 10%	16,446	-0-
c. Travel	12,000	$7,000
d. Equipment	7,000	-0-
e. Supplies	10,000	-0-
f. Contractual	-0-	-0-
g. Construction	-0-	-0-
h. Other MEMO, MPACK	45,000(est)	6,500
i. Total Direct Charges (a - h)	209,931	13,500
j. Indirect Charges 11%	18,093	-0-
k. Total (i + j)	228,024	13,500
2. LEA ACTIVITIES	xxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxx	$ 3,748,943
3. TOTAL BUDGET (Sum k + 2) a/	xxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxx	$ 3,762,443

a/ Include in this table:

1. The allocation of funds for the next program year: 3,682,443
2. The estimated carryover of funds from the current program year: 80,000(est.)
3. Total budget: $3,762,443

b/ Chapter 1 Administrative funds assigned specifically for the Administration of the Migrant Education program.

c/ Column 3 should include the allocation of funds for the next program year and the estimated carryover of funds from the current program year.

TABLE C

SEA STAFF POSITIONS AND FUNDING SOURCE

Position	Migrant Program Funds		Chapter 1 Administrative Funds		Total Percent Time in the MEP a/
	Salary	Percent Time	Salary	Percent Time	
1	2	3	4	5	6
1) Branch Manager			-	70%	33%
2) Mig. Prog. Consult			-	100%	100%
3) Mig. Prog. Consult			-	100%	100%
4) MSRTS - Admin. Spec. Principal			-	100%	100%
5) Admin. Secretary			-	60%	33%
TOTALS		xxxxxxx xxxxxxx	$164,485.66	xxxxxxx xxxxxxx	xxxxxxxxxxxx xxxxxxxxxxxx

a/ The percentage of time reported in Column 3 plus the percentage of time reported in Column 5 must equal the percentage of time reported Column 6.

TABLE D

STATE PLAN BUDGET SUMMARY
(Migrant Education Program Funds Only)

PART I

Identification and Recruitment and MSRTS

SEA and LEA (Subgrantee) Budget For:	
a. Identification and Recruitment a/	545,500
b. MSRTS b/	254,500
c. Total	800,000

PART II

Instructional Services, Support Services and Subgrantee Administration

1. LEA (Subgrantee) Budget For:	
a. Instructional Services	1,145,650
b. Support Services:	
1. Health	123.793
2. Guidance and Counseling	1,200,000
3. Nutrition	25,000
4. Parental Activities c/	36,500
5. Other Advocate travel, transportation, field trips supplies, etc.	218,000
c. Administration (Subgrantee)	200,000
2. Total	3,748,943

a/ Costs to be shown under identification and recruitment include those costs related to the identification and recruitment of migratory children up to the point of entry into the MSRTS at both SEA and local operating agency levels.

b/ Costs to be shown under MSRTS include all those costs associated with the Migrant Education Program in entering data into the MSRTS and all costs involved in extracting, analyzing, or studying data from the MSRTS at both the SEA and local operating agency levels.

c/ Parental Activities include costs associated with the Parent Advisory Committee.

APPENDICES

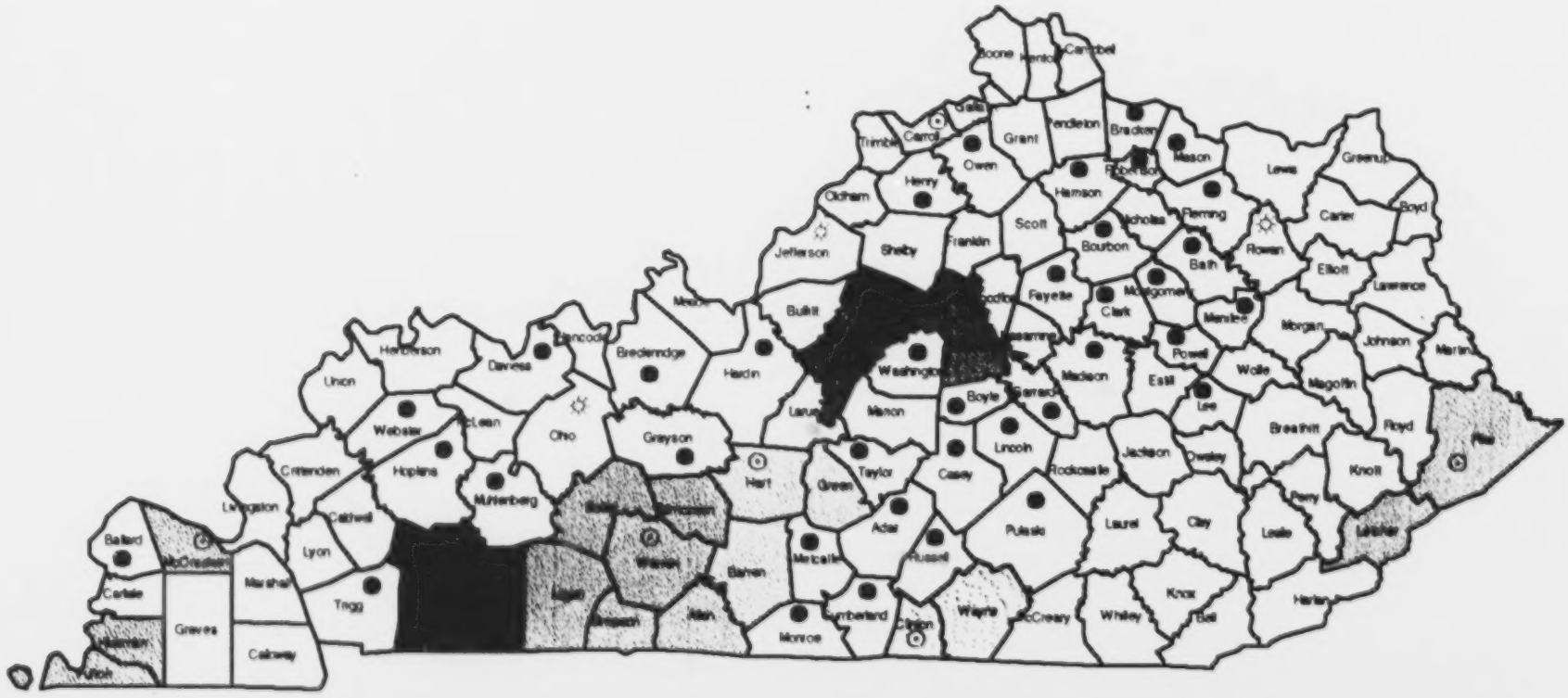
STATE NEEDS ASSESSMENT

(STATE TOTALS)

GRADE(S)	# CHILDREN	READING (BELOW 50 NCE)	LANGUAGE ARTS (BELOW 50 NCE)	MATH (BELOW 50 NCE)	SOCIAL SERVICES	HEALTH
2-8	2,668	1,214	1,034	1,050	1,618	404
9-12	566	223	197	221	361	67
PK-1	286	N/A	N/A	N/A	400	224
NON-GRADED	72	N/A	N/A	N/A	64	17
TOTALS	3,592	1,437	1,231	1,271	2,443	712

KENTUCKY

MIGRANT EDUCATION



- Regional Project Center
- Local Project Site
- Recruitment Project

Shaded Areas Denote Regional Projects

BEST COPY AVAILABLE

KENTUCKY
(Anticipated Migrant Projects)

Adair County
Anderson County
(Mercer County
Ballard County
(Carlisle County)
(Fulton County)
(Graves County)
(Hickman County)
(McCracken County)
Bath County
Boyle County
Bracken County
(Robertson County)
Carroll County
(Gallatin County)
(Oldham County)
(Trimble County)
Casey County
Christian County
(Todd County)
(Trigg County)
Clark County
Clinton County
(Cumberland County)
(Russell County)
(Wayne County)
Daviess County
Fayette County
Fleming County
Hardin County
(Breckinridge County)
(Grayson County)
Harrison County
(Bourbon County)
Hart County
(Barren County)
(Caverna Ind.)
(Glasgow Ind.)
(Green County)
Hopkins County
(Dawson Springs)
Jefferson County
Lee County
Lincoln County
(Garrard County)
Madison County
(Rockcastle County)
Mason County
Menifee County
Metcalfe County
Monroe County
Montgomery County
Muhlenberg County
Owen County
Pike County
(Letcher County)
Powell County
Pulaski County
Spencer County
(Nelson County)
(Washington County)
Taylor County
Warren County
(Allen County)
(Butler County)
(Edmonson County)
(Logan County)
(Russellville)
(Simpson Conty)
Webster County

ROSTER
MIGRANT PARENT ADVISORY COUNCIL OF KENTUCKY

Laura Cox
1224 Harrodsburg Road
Lawrenceburg, Kentucky 40342

Vanessa Estes
551 S. Main Street
Lawrenceburg, Kentucky 40342

Barbara Woodall
Glenbrook Apt. 9H
Greenville, Kentucky 42345

Edna Williams
4460 Ben Head Road
Philpot, Kentucky 42366

Leesa Moman
2246 Becklynn Drive
Owensboro, Kentucky 42303

Evelyn Ramey
1615 Mackville Road
Perryville, Kentucky 40468

Debra Johnson
1273 Caldwell Road
Danville, Kentucky 40422

Debra Maldonado
1603 Canton
Hopkinsville, Kentucky 42240

Dorothy Pollard
214 Catalpa Place
Hopkinsville, Kentucky 42240

Kathie Moravec
P. O. Box 932
Burnside, Kentucky 42519

Mary Owens
15A Colonial Villa
Somerset, Kentucky 42501

Maria Hunt
P. O. Box 1123
Owingsville, Kentucky 40360

Donna Elam
P. O. Box 278
Owingsville, Kentucky 40360

Johnny Friend
19940 Bradfordsville
Hustonville, Kentucky 40437

Annette Holder
308 Fairview Drive
Hopkinsville, Kentucky 42240

Catherine Reynolds
General Delivery
Salt Lick, Kentucky 40371

Marie Banks
R 2 Box 31
Salt Lick, Kentucky 40371

Lorna Mullins
P. O. Box 31
Owingsville, Kentucky 40360

Vickie Mullins
P. O. Box 483
Owingsville, Kentucky 40360

Victoria Satterly
Rt 1 Box 181A
New Castle, Kentucky 40068

CABINET FOR HUMAN RESOURCES
COMMONWEALTH OF KENTUCKY
275 EAST MAIN STREET
FRANKFORT 40621

DEPARTMENT FOR SOCIAL SERVICES
AN EQUAL OPPORTUNITY EMPLOYER M F H

April 11, 1989

Mr. Kenneth Ison, Director
Unit for Migrant Education
Capital Plaza Tower, Room 1708
Frankfort, Kentucky 40601

Dear Mr. Ison:

As of this date, to the best of our knowledge, no discretionary CSBG grants have been awarded to Kentucky agencies for services to migrants and seasonal farm workers.

It is our understanding that the discretionary funds referenced are those in Title 42 U.S.C. Chapter 106, paragraph 9910 (formerly Section 681 of Subtitle B of Public Law 97-35).

Sincerely,

Thyra Whitford
Community Services Block Grant
Manager

cc: J. R. Nash

CABINET FOR HUMAN RESOURCES
COMMONWEALTH OF KENTUCKY
FRANKFORT 40621-0001

DEPARTMENT FOR HEALTH SERVICES

April 11, 1989

Mr. Ken Ison
Unit Director
Unit for Migrant Education
Capital Plaza Tower
Room 1708
Frankfort, Kentucky 40601

Dear Mr. Ison:

In reply to your inquiry, please be advised that to my knowledge there are no Migrant Health projects in the Commonwealth at this time.

Sincerely,

C. Hernandez, M.D., M.P.H.
Commissioner

"An Equal Opportunity Employer M/F/H"

2/07/92

ACHIEVEMENT INFORMATION FOR SERVED CHILDREN*
CURRENTLY MIGRATORY CHILDREN
REGULAR TERM

SCHOOL YEAR 1990 - 91

ST REG CNTY LEA
KY 00 000 00000

STATE LEVEL REPORT
KENTUCKY

	-------BASIC SKILLS--------				------ADVANCED SKILLS------				---OTHER----	
	READING		MATH		READING COMP		MATH PROBLEM		ORAL LANG	
GRADE	NUMBER TESTED	AVG NCE	NUMBER TESTED	AVG NCE	NUMBER TESTED	AVG NCE	NUMBER TESTED	AVG NCE	NUMBER TESTED	AVG NCE
PO										
P1										
P2										
P3										
P4										
P5/K	000009	48.8	000010	50.9						
01	000031	41.5	000031	47.5					000030	37.5
02	000019	40.6	000019	50.2					000018	42.8
03	000015	37.3	000015	37.9					000015	37.7
04	000020	46.1	000019	40.1					000020	43.4
05	000014	29.0	000013	25.2					000014	31.1
06	000009	49.8	000009	47.4					000009	43.8
07	000014	32.4	000013	35.2	000001	37.0			000013	33.3
08	000008	30.9	000008	32.0					000008	36.1
09	000003	43.0	000003	33.3					000003	52.7
10	000002	35.5	000002	22.0					000002	33.5
11	000001	53.0	000001	54.0					000001	55.0
12										
UG										
UNK										

* SERVED - THE CHILDREN RECEIVED INSTRUCTIONAL SERVICES WHICH WERE ALL OR PARTIALLY FUNDED WITH MIGRANT EDUCATION PROGRAM (MEP) FUNDS

2/07/92

ACHIEVEMENT INFORMATION FOR SERVED CHILDREN*
CURRENTLY MIGRATORY CHILDREN
SUMMER TERM

SCHOOL YEAR 1990 - 91

ST REG CNTY LEA
KY 00 000 00000

STATE LEVEL REPORT
KENTUCKY

	-------BASIC SKILLS--------				------ADVANCED SKILLS------				---OTHER----	
	READING		MATH		READING COMP		MATH PROBLEM		ORAL LANG	
GRADE	NUMBER TESTED	AVG NCE	NUMBER TESTED	AVG NCE	NUMBER TESTED	AVG NCE	NUMBER TESTED	AVG NCE	NUMBER TESTED	AVG NCE
PO										
P1										
P2										
P3										
P4										
P5/K	000051	45.2	000047	43.7						
01	000074	39.0	000073	47.0					000073	41.1
02	000064	43.3	000065	48.7					000065	44.3
03	000057	36.4	000057	41.5	000001	42.0			000057	38.8
04	000070	36.9	000068	39.3	000001	31.0			000070	37.3
05	000054	40.9	000053	39.1					000053	40.0
06	000045	34.7	000044	40.3					000044	37.4
07	000048	36.3	000047	39.3	000001	37.0			000047	36.1
08	000022	41.6	000021	44.9					000021	40.3
09	000012	44.3	000012	39.0					000012	45.3
10	000011	52.8	000011	45.7					000011	54.2
11	000004	33.8	000003	35.7					000004	46.0
12										
UG										
UNK										

* SERVED - THE CHILDREN RECEIVED INSTRUCTIONAL SERVICES WHICH WERE ALL OR PARTIALLY FUNDED WITH MIGRANT EDUCATION PROGRAM (MEP) FUNDS

2/07/92

ACHIEVEMENT INFORMATION FOR SERVED CHILDREN*
FORMERLY MIGRATORY CHILDREN
GAINS(NON-SUSTAINED)

SCHOOL YEAR 1990 - 91

STATE LEVEL REPORT
KENTUCKY

ST REG CNTY LEA
KY 00 000 00000

	BASIC SKILLS						ADVANCED SKILLS						OTHER		
	READING			MATH			READING COMP			MATH PROBLEM			ORAL LANG		
GRADE	NUMBER TESTED	PRE NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE
PO															
P1															
P2															
P3															
P4															
P5/K	000008	26.1	55.1	000007	28.1	49.7									
01	000066	39.8	46.3	000065	39.7	48.1							000018	21.2	46.1
02	000105	45.8	42.1	000101	49.7	49.3							000104	45.7	44.0
03	000091	42.8	41.7	000091	48.5	43.2							000088	44.0	40.9
04	000100	43.0	45.7	000097	45.0	44.2							000102	42.4	43.2
05	000092	43.7	39.9	000088	45.9	41.4							000090	43.6	40.7
06	000086	43.2	39.3	000082	46.6	44.9							000083	44.6	43.9
07	000070	41.4	40.2	000066	44.1	42.8							000068	45.1	43.2
08	000050	46.9	46.3	000049	46.3	43.3							000051	46.3	48.2
09	000042	45.9	40.4	000043	46.6	41.0							000046	44.8	42.6
10	000032	43.9	45.2	000029	45.7	47.0							000030	49.1	47.1
11	000017	43.6	41.2	000019	43.9	41.7							000019	47.8	43.7
12	000003	52.0	52.3	000002	47.0	50.0							000002	74.5	71.5
UG															
UNK															

* SERVED - THE CHILDREN RECEIVED INSTRUCTIONAL SERVICES WHICH WERE ALL OR PARTIALLY FUNDED WITH MIGRANT EDUCATION PROGRAM (MEP) FUNDS

2/07/92

ACHIEVEMENT INFORMATION FOR SERVED CHILDREN*
FORMERLY MIGRATORY CHILDREN
SUSTAINED GAINS

SCHOOL YEAR 1990 - 91

STATE LEVEL REPORT
KENTUCKY

ST REG CNTY LEA
KY 00 000 00000

	BASIC SKILLS								ADVANCED SKILLS								OTHER			
	READING				MATH				READING COMP				MATH PROBLEM				ORAL LANG			
GRADE	NUMBER TESTED	PRE NCE	POST NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE	POST NCE
PO																				
P1																				
P2																				
P3																				
P4																				
P5/K																				
01	000002	27.0	45.0	56.0																
02	000010	37.7	43.3	48.7	000008	32.3	49.5	52.3									000008	42.8	43.5	50.8
03	000013	44.8	46.0	46.7	000013	46.3	46.5	46.9									000013	47.2	47.2	50.7
04	000010	27.5	32.8	26.4	000009	35.2	32.2	30.4									000010	32.7	30.4	30.9
05	000013	46.7	54.5	50.0	000012	49.6	51.3	46.0									000013	47.8	54.4	51.2
06	000006	40.3	38.5	36.8	000006	44.3	37.0	44.7									000006	36.8	35.2	34.3
07	000010	36.4	31.1	31.4	000011	45.3	51.5	45.3									000010	38.3	41.3	32.7
08	000015	35.1	35.1	40.0	000015	44.3	44.0	48.1									000014	40.8	40.1	38.1
09	000006	46.3	44.2	41.2	000006	42.0	40.5	41.3									000006	49.5	46.8	45.5
10	000003	36.0	37.3	30.7	000004	41.8	37.0	37.3									000004	39.8	41.5	39.0
11	000001	62.0	62.0	56.0	000001	45.0	46.0	53.0									000001	60.0	67.0	65.0
12	000001	22.0	22.0	13.0													000001	14.0	27.0	58.0
UG	000001	22.0	23.0	28.0	000001	21.0	22.0	47.0									000001	19.0	13.0	26.0
UNK																				

* SERVED - THE CHILDREN RECEIVED INSTRUCTIONAL SERVICES WHICH WERE ALL OR PARTIALLY FUNDED WITH MIGRANT EDUCATION PROGRAM (MEP) FUNDS

BEST COPY AVAILABLE

2/07/92

ACHIEVEMENT INFORMATION FOR SERVED CHILDREN*
CURRENTLY MIGRATORY CHILDREN
SUMMER TERM

SCHOOL YEAR 1990 - 91

ST REG CNTY LEA
KY 00 000 00000

STATE LEVEL REPORT
KENTUCKY

	BASIC SKILLS				ADVANCED SKILLS				OTHER	
	READING		MATH		READING COMP		MATH PROBLEM		ORAL LANG	
GRADE	NUMBER TESTED	AVG NCE	NUMBER TESTED	AVG NCE	NUMBER TESTED	AVG NCE	NUMBER TESTED	AVG NCE	NUMBER TESTED	AVG NCE
PO										
P1										
P2										
P3										
P4										
P5/K	000051	45.2	000047	43.7						
01	000074	39.0	000073	47.0					000073	41.1
02	000064	43.3	000065	48.7					000065	44.3
03	000057	36.4	000057	41.5	000001	42.0			000057	38.8
04	000070	36.9	000068	39.3	000001	31.0			000070	37.3
05	000054	40.9	000053	39.1					000053	40.0
06	000045	34.7	000044	40.3					000044	37.4
07	000048	36.3	000047	39.3	000001	37.0			000047	36.1
08	000022	41.6	000021	44.9					000021	40.3
09	000012	44.3	000012	39.0					000012	45.3
10	000011	52.8	000011	45.7					000011	54.2
11	000004	33.8	000003	35.7					000004	46.0
12										
UG										
UNK										

* SERVED - THE CHILDREN RECEIVED INSTRUCTIONAL SERVICES WHICH WERE ALL OR PARTIALLY FUNDED WITH MIGRANT EDUCATION PROGRAM (MEP) FUNDS

2/07/92

ACHIEVEMENT INFORMATION FOR SERVED CHILDREN*
FORMERLY MIGRATORY CHILDREN
GAINS(NON-SUSTAINED)

SCHOOL YEAR 1990 - 91

STATE LEVEL REPORT
KENTUCKY

ST REG CNTY LEA
KY 00 000 00000

	BASIC SKILLS						ADVANCED SKILLS						OTHER		
	READING			MATH			READING COMP			MATH PROBLEM			ORAL LANG		
GRADE	NUMBER TESTED	PRE NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE
PO															
P1															
P2															
P3															
P4															
PS/K	000008	26.1	55.1	000007	28.1	49.7									
01	000066	39.8	46.3	000065	39.7	48.1							000018	21.2	46.1
02	000105	45.8	42.1	000101	49.7	49.3							000104	45.7	44.0
03	000091	42.8	41.7	000091	48.5	43.2							000088	44.0	40.9
04	000100	43.0	45.7	000097	45.0	44.2							000102	42.4	43.2
05	000092	43.7	39.9	000088	45.9	41.4							000090	43.6	40.7
06	000086	43.2	39.3	000082	46.6	44.9							000083	44.6	43.9
07	000070	41.4	40.2	000066	44.1	42.8							000068	45.1	43.2
08	000050	46.9	46.3	000049	46.3	43.3							000051	46.3	48.2
09	000042	45.9	40.4	000043	46.6	41.0							000046	44.8	42.6
10	000032	43.9	45.2	000029	45.7	47.0							000030	49.1	47.1
11	000017	43.6	41.2	000019	43.9	41.7							000019	47.8	43.7
12	000003	52.0	52.3	000002	47.0	50.0							000002	74.5	71.5
UG															
UNK															

* SERVED - THE CHILDREN RECEIVED INSTRUCTIONAL SERVICES WHICH WERE ALL OR PARTIALLY FUNDED WITH MIGRANT EDUCATION PROGRAM (MEP) FUNDS

BEST COPY AVAILABLE

2/07/92

ACHIEVEMENT INFORMATION FOR SERVED CHILDREN*
FORMERLY MIGRATORY CHILDREN
SUSTAINED GAINS

STATE LEVEL REPORT
KENTUCKY

SCHOOL YEAR 1990 - 91

ST REG CNTY LEA
KY 00 000 00000

	BASIC SKILLS								ADVANCED SKILLS								OTHER			
	READING				MATH				READING COMP				MATH PROBLEM				ORAL LANG			
GRADE	NUMBER TESTED	PRE NCE	POST NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE	POST NCE
PO																				
P1																				
P2																				
P3																				
P4																				
P5/K																				
01	000002	27.0	45.0	56.0																
02	000010	37.7	43.3	48.7	000008	32.3	49.5	52.3									000008	42.8	43.5	50.8
03	000013	44.8	46.0	46.7	000013	46.3	46.5	46.9									000013	47.2	47.2	50.7
04	000010	27.5	32.8	26.4	000009	35.2	32.2	30.4									000010	32.7	30.4	30.9
05	000013	46.7	54.5	50.0	000012	49.6	51.3	46.0									000013	47.8	54.4	51.2
06	000006	40.3	38.5	36.8	000006	44.3	37.0	44.7									000006	36.8	35.2	34.3
07	000010	36.4	31.1	31.4	000011	45.3	51.5	45.3									000010	38.3	41.3	32.7
08	000015	35.1	35.1	40.0	000015	44.3	44.0	48.1									000014	40.8	40.1	38.1
09	000006	46.3	44.2	41.2	000006	42.0	40.5	41.3									000006	49.5	46.8	45.5
10	000003	36.0	37.3	30.7	000004	41.8	37.0	37.3									000004	39.8	41.5	39.0
11	000001	62.0	62.0	56.0	000001	45.0	46.0	53.0									000001	60.0	67.0	65.0
12	000001	22.0	22.0	13.0													000001	14.0	27.0	58.0
UG	000001	22.0	23.0	28.0	000001	21.0	22.0	47.0									000001	19.0	13.0	26.0
UNK																				

* SERVED - THE CHILDREN RECEIVED INSTRUCTIONAL SERVICES WHICH WERE ALL OR PARTIALLY FUNDED WITH MIGRANT EDUCATION PROGRAM (MEP) FUNDS

2/07/92

ACHIEVEMENT INFORMATION FOR BOTH NON-SERVED AND SERVED CHILDREN *
CURRENTLY MIGRATORY CHILDREN
REGULAR TERM

SCHOOL YEAR 1990 - 91

ST REG CNTY LEA
KY 00 000 00000

STATE LEVEL REPORT
KENTUCKY

	-------BASIC SKILLS--------				------ADVANCED SKILLS------				---OTHER----	
	READING		MATH		READING COMP		MATH PROBLEM		ORAL LANG	
GRADE	NUMBER TESTED	AVG NCE	NUMBER TESTED	AVG NCE	NUMBER TESTED	AVG NCE	NUMBER TESTED	AVG NCE	NUMBER TESTED	AVG NCE
PO										
P1										
P2										
P3										
P4	000001	27.0								
P5/K	000107	42.3	000101	39.8					000004	35.3
01	000171	43.4	000165	50.0	000003	50.1	000002	53.2	000165	44.0
02	000143	43.3	000140	48.6					000141	44.4
03	000149	41.9	000147	42.8	000001	46.3	000001	23.0	000145	41.9
04	000125	42.4	000125	42.6					000124	41.8
05	000114	42.0	000111	43.7					000111	43.4
06	000100	44.6	000102	46.4					000102	46.2
07	000105	39.5	000100	42.6	000001	37.0			000099	40.8
08	000083	44.5	000082	44.9					000079	45.5
09	000065	47.9	000065	46.0					000063	49.4
10	000046	47.3	000046	44.3					000046	47.2
11	000022	37.7	000020	42.0					000021	41.3
12	000006	47.7	000006	53.7					000006	49.2
UG	000001	26.0	000001	19.0					000001	21.0
UNK										

* SERVED - THE CHILDREN RECEIVED INSTRUCTIONAL SERVICES WHICH WERE ALL OR PARTIALLY FUNDED WITH MIGRANT EDUCATION PROGRAM (MEP) FUNDS

2/07/92

ACHIEVEMENT INFORMATION FOR BOTH NON-SERVED AND SERVED CHILDREN *
CURRENTLY MIGRATORY CHILDREN
SUMMER TERM

SCHOOL YEAR 1990 - 91

ST REG CNTY LEA
KY 00 000 00000

STATE LEVEL REPORT
KENTUCKY

	-------BASIC SKILLS--------				------ADVANCED SKILLS------				---OTHER----	
	READING		MATH		READING COMP		MATH PROBLEM		ORAL LANG	
GRADE	NUMBER TESTED	AVG NCE	NUMBER TESTED	AVG NCE	NUMBER TESTED	AVG NCE	NUMBER TESTED	AVG NCE	NUMBER TESTED	AVG NCE
PO										
P1										
P2										
P3										
P4										
P5/K	000059	43.9	000054	43.6						
01	000092	41.1	000091	48.6					000091	43.1
02	000082	43.9	000083	49.0					000083	44.3
03	000069	36.3	000069	40.9	000001	42.0			000069	40.0
04	000080	38.8	000078	40.8	000001	31.0			000080	39.3
05	000064	39.7	000063	39.6					000063	40.6
06	000058	37.9	000056	42.2					000056	39.8
07	000058	37.1	000057	40.9	000001	37.0			000057	38.5
08	000034	37.7	000033	42.4					000032	36.5
09	000022	43.1	000023	42.2					000022	44.0
10	000012	51.7	000012	44.5					000012	52.1
11	000007	33.9	000006	35.8					000006	46.0
12										
UG										
UNK										

* SERVED - THE CHILDREN RECEIVED INSTRUCTIONAL SERVICES WHICH WERE ALL OR PARTIALLY FUNDED WITH MIGRANT EDUCATION PROGRAM (MEP) FUNDS

2/07/92

ACHIEVEMENT INFORMATION FOR BOTH NON-SERVED AND SERVED CHILDREN *
FORMERLY MIGRATORY CHILDREN
SUSTAINED GAINS

SCHOOL YEAR 1990 - 91

STATE LEVEL REPORT
KENTUCKY

ST REG CNTY LEA
KY 00 000 00000

	BASIC SKILLS								ADVANCED SKILLS								OTHER			
	READING				MATH				READING COMP				MATH PROBLEM				ORAL LANG			
GRADE	NUMBER TESTED	PRE NCE	POST NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE	POST NCE
PO																				
P1																				
P2																				
P3																				
P4																				
P5/K																				
01	000003	29.3	35.0	48.7	000001	25.0	09.0	28.0												
02	000019	34.2	44.9	48.8	000016	29.4	43.7	46.0									000013	38.2	42.8	50.2
03	000028	43.7	46.2	45.2	000027	45.7	51.4	45.4									000027	44.8	49.7	50.9
04	000025	36.6	39.1	37.3	000024	43.6	43.3	40.1									000023	42.9	43.1	43.0
05	000030	41.2	47.1	46.6	000029	41.7	48.2	46.1									000027	42.1	48.8	48.4
06	000021	41.8	42.3	42.2	000023	43.3	44.0	46.8									000022	42.6	44.1	42.8
07	000023	36.9	38.3	35.6	000024	40.7	46.5	42.5									000022	40.0	42.6	37.4
08	000029	36.2	38.5	40.7	000029	43.7	45.2	47.5									000026	42.9	40.8	40.1
09	000018	37.2	36.9	33.4	000017	41.9	40.9	38.7									000015	43.5	44.5	45.5
10	000015	47.4	48.4	44.7	000016	47.9	45.9	44.7									000016	46.6	47.8	47.7
11	000003	43.0	43.7	39.3	000003	39.3	43.7	35.0									000003	44.3	49.0	46.0
12	000001	22.0	22.0	13.0													000001	14.0	27.0	58.0
UG	000001	22.0	23.0	28.0	000001	21.0	22.0	47.0									000001	19.0	13.0	26.0
UNK																				

* SERVED - THE CHILDREN RECEIVED INSTRUCTIONAL SERVICES WHICH WERE ALL OR PARTIALLY FUNDED WITH MIGRANT EDUCATION PROGRAM (MEP) FUNDS

BEST COPY AVAILABLE

2/07/92

ACHIEVEMENT INFORMATION FOR BOTH NON-SERVED AND SERVED CHILDREN *
CURRENTLY MIGRATORY CHILDREN
REGULAR TERM

SCHOOL YEAR 1990 - 91

ST REG CNTY LEA
KY 00 000 00000

STATE LEVEL REPORT
KENTUCKY

	-------BASIC SKILLS--------				------ADVANCED SKILLS------				---OTHER----	
	READING		MATH		READING COMP		MATH PROBLEM		ORAL LANG	
GRADE	NUMBER TESTED	AVG NCE	NUMBER TESTED	AVG NCE	NUMBER TESTED	AVG NCE	NUMBER TESTED	AVG NCE	NUMBER TESTED	AVG NCE
PO										
P1										
P2										
P3										
P4	000001	27.0								
P5/K	000107	42.3	000101	39.8					000004	35.3
01	000171	43.4	000165	50.0	000003	50.1	000002	53.2	000165	44.0
02	000143	43.3	000140	48.6					000141	44.4
03	000149	41.9	000147	42.8	000001	46.3	000001	23.0	000145	41.9
04	000125	42.4	000125	42.6					000124	41.8
05	000114	42.0	000111	43.7					000111	43.4
06	000100	44.6	000102	46.4					000102	46.2
07	000105	39.5	000100	42.6	000001	37.0			000099	40.8
08	000083	44.5	000082	44.9					000079	45.5
09	000065	47.9	000065	46.0					000063	49.4
10	000046	47.3	000046	44.3					000046	47.2
11	000022	37.7	000020	42.0					000021	41.3
12	000006	47.7	000006	53.7					000006	49.2
UG	000001	26.0	000001	19.0					000001	21.0
UNK										

* SERVED - THE CHILDREN RECEIVED INSTRUCTIONAL SERVICES WHICH WERE ALL OR PARTIALLY FUNDED WITH MIGRANT EDUCATION PROGRAM (MEP) FUNDS

2/07/92

ACHIEVEMENT INFORMATION FOR BOTH NON-SERVED AND SERVED CHILDREN *
CURRENTLY MIGRATORY CHILDREN
SUMMER TERM

SCHOOL YEAR 1990 - 91

ST REG CNTY LEA
KY 00 000 00000

STATE LEVEL REPORT
KENTUCKY

	-------BASIC SKILLS--------				------ADVANCED SKILLS------				---OTHER----	
	READING		MATH		READING COMP		MATH PROBLEM		ORAL LANG	
GRADE	NUMBER TESTED	AVG NCE	NUMBER TESTED	AVG NCE	NUMBER TESTED	AVG NCE	NUMBER TESTED	AVG NCE	NUMBER TESTED	AVG NCE
PO										
P1										
P2										
P3										
P4										
P5/K	000059	43.9	000054	43.6						
01	000092	41.1	000091	48.6					000091	43.1
02	000082	43.9	000083	49.0					000083	44.3
03	000069	36.3	000069	40.9	000001	42.0			000069	40.0
04	000080	38.8	000078	40.8	000001	31.0			000080	39.3
05	000064	39.7	000063	39.6					000063	40.6
06	000058	37.9	000056	42.2					000056	39.8
07	000058	37.1	000057	40.9	000001	37.0			000057	38.5
08	000034	37.7	000033	42.4					000032	36.5
09	000022	43.1	000023	42.2					000022	44.0
10	000012	51.7	000012	44.5					000012	52.1
11	000007	33.9	000006	35.8					000006	46.0
12										
UG										
UNK										

* SERVED - THE CHILDREN RECEIVED INSTRUCTIONAL SERVICES WHICH WERE ALL OR PARTIALLY FUNDED WITH MIGRANT EDUCATION PROGRAM (MEP) FUNDS

2/07/92

ACHIEVEMENT INFORMATION FOR BOTH NON-SERVED AND SERVED CHILDREN *
FORMERLY MIGRATORY CHILDREN
GAINS(NON-SUSTAINED)

SCHOOL YEAR 1990 - 91

STATE LEVEL REPORT
KENTUCKY

ST REG CNTY LEA
KY 00 000 00000

	BASIC SKILLS						ADVANCED SKILLS						OTHER		
	READING			MATH			READING COMP			MATH PROBLEM			ORAL LANG		
GRADE	NUMBER TESTED	PRE NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE
PO															
P1															
P2															
P3															
P4															
P5/K	000011	23.8	51.3	000010	20.5	48.2									
01	000125	40.5	47.2	000124	41.1	49.6							000023	23.5	46.9
02	000159	46.0	42.9	000157	49.7	48.4							000162	46.9	43.9
03	000128	44.2	41.8	000127	49.0	43.6							000124	45.4	41.7
04	000137	42.7	44.9	000136	44.3	44.6							000139	42.4	44.0
05	000138	44.6	41.7	000133	47.4	45.2							000136	45.3	44.0
06	000133	44.7	42.2	000129	48.9	46.6							000129	47.1	46.1
07	000103	42.6	41.5	000099	45.8	44.0							000099	45.9	43.9
08	000101	46.1	45.5	000098	46.5	44.0							000099	46.6	47.8
09	000084	46.9	41.7	000082	46.4	41.7							000086	46.6	43.4
10	000075	43.1	45.1	000072	45.6	47.8							000072	45.8	46.4
11	000039	48.4	43.5	000039	49.1	43.3							000039	51.7	45.1
12	000015	51.9	48.1	000013	52.5	43.5							000014	58.8	48.8
UG															
UNK															

* SERVED - THE CHILDREN RECEIVED INSTRUCTIONAL SERVICES WHICH WERE ALL OR PARTIALLY FUNDED WITH MIGRANT EDUCATION PROGRAM (MEP) FUNDS

2/07/92

ACHIEVEMENT INFORMATION FOR BOTH NON-SERVED AND SERVED CHILDREN *
FORMERLY MIGRATORY CHILDREN
GAINS(NON-SUSTAINED)

SCHOOL YEAR 1990 - 91

ST REG CNTY LEA
KY 00 000 00000

STATE LEVEL REPORT
KENTUCKY

	BASIC SKILLS						ADVANCED SKILLS						OTHER		
	READING			MATH			READING COMP			MATH PROBLEM			ORAL LANG		
GRADE	NUMBER TESTED	PRE NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE
PO															
P1															
P2															
P3															
P4															
P5/K	000011	23.8	51.3	000010	20.5	48.2									
01	000125	40.5	47.2	000124	41.1	49.6							000023	23.5	46.9
02	000159	46.0	42.9	000157	49.7	48.4							000162	46.9	43.9
03	000128	44.2	41.8	000127	49.0	43.6							000124	45.4	41.7
04	000137	42.7	44.9	000136	44.3	44.6							000139	42.4	44.0
05	000138	44.6	41.7	000133	47.4	45.2							000136	45.3	44.0
06	000133	44.7	42.2	000129	48.9	46.6							000129	47.1	46.1
07	000103	42.6	41.5	000099	45.8	44.0							000099	45.9	43.9
08	000101	46.1	45.5	000098	46.5	44.0							000099	46.6	47.8
09	000084	46.9	41.7	000082	46.4	41.7							000086	46.6	43.4
10	000075	43.1	45.1	000072	45.6	47.8							000072	45.8	46.4
11	000039	48.4	43.5	000039	49.1	43.3							000039	51.7	45.1
12	000015	51.9	48.1	000013	52.5	43.5							000014	58.8	48.8
UG															
UNK															

* SERVED - THE CHILDREN RECEIVED INSTRUCTIONAL SERVICES WHICH WERE ALL OR PARTIALLY FUNDED WITH MIGRANT EDUCATION PROGRAM (MEP) FUNDS

2/07/92

ACHIEVEMENT INFORMATION FOR BOTH NON-SERVED AND SERVED CHILDREN *
FORMERLY MIGRATORY CHILDREN
SUSTAINED GAINS

SCHOOL YEAR 1990 - 91

ST REG CNTY LEA
KY 00 000 00000

STATE LEVEL REPORT
KENTUCKY

	BASIC SKILLS								ADVANCED SKILLS								OTHER			
	READING				MATH				READING COMP				MATH PROBLEM				ORAL LANG			
GRADE	NUMBER TESTED	PRE NCE	POST NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE	POST NCE	NUMBER TESTED	PRE NCE	POST NCE	POST NCE
PO																				
P1																				
P2																				
P3																				
P4																				
P5/K																				
01	000003	29.3	35.0	48.7	000001	25.0	09.0	28.0												
02	000019	34.2	44.9	48.8	000016	29.4	43.7	46.0									000013	38.2	42.8	50.2
03	000028	43.7	46.2	45.2	000027	45.7	51.4	45.4									000027	44.8	49.7	50.9
04	000025	36.6	39.1	37.3	000024	43.6	43.3	40.1									000023	42.9	43.1	43.0
05	000030	41.2	47.1	46.6	000029	41.7	48.2	46.1									000027	42.1	48.8	48.4
06	000021	41.8	42.3	42.2	000023	43.3	44.0	46.8									000022	42.6	44.1	42.8
07	000023	36.9	38.3	35.6	000024	40.7	46.5	42.5									000022	40.0	42.6	37.4
08	000029	36.2	38.5	40.7	000029	43.7	45.2	47.5									000026	42.9	40.8	40.1
09	000018	37.2	36.9	33.4	000017	41.9	40.9	38.7									000015	43.5	44.5	45.5
10	000015	47.4	48.4	44.7	000016	47.9	45.9	44.7									000016	46.6	47.8	47.7
11	000003	43.0	43.7	39.3	000003	39.3	43.7	35.0									000003	44.3	49.0	46.0
12	000001	22.0	22.0	13.0													000001	14.0	27.0	58.0
UG	000001	22.0	23.0	28.0	000001	21.0	22.0	47.0									000001	19.0	13.0	26.0
UNK																				

* SERVED - THE CHILDREN RECEIVED INSTRUCTIONAL SERVICES WHICH WERE ALL OR PARTIALLY FUNDED WITH MIGRANT EDUCATION PROGRAM (MEP) FUNDS

Migrant Education Program
State Needs Assessment

Teacher Referral Form

If you have a migrant student in any of your classes who meets any of the following criteria for supplemental services, please complete this referral form and give it to your school principal.

Teacher's Name _____

Student's Name _____ **Grade Level** _____

Migrant Status _____

Check needs (✓):

_____ 1. Excessive absence (one or more days per week).
_____ 2. Frequent discipline problems.
_____ 3. Fails to complete assignments.
_____ 4. Consistently low quiz or test scores.
_____ 5. Tardiness to class or skips class.
_____ 6. Poor attitude toward school work.
_____ 7. Disruptive behavior in class.
_____ 8. Displays low self-esteem.
_____ 9. Lack of motivation.
_____ 10. Lacks basic health care (adequate clothing, food, etc.)
_____ 11. Has trouble understanding class material or assignments.
_____ 12. Basic skill development is far below class average, as indicated below:

- _____ a. reading
- _____ b. mathematics
- _____ c. writing
- _____ d. spelling
- _____ e. library skills
- _____ f. oral language

Comments: _____

_____

_____

_____

_____

_____

KDE/MIC APPROVED
3900-988 REV. 10/88

Migrant Education Program
State Needs Assessment

LEA _____ **Summary** COORDINATOR _____

Name of School	Students	Supporting											Academic Skills						
		Excessive absence (one or more days per week) (1)	Frequent Discipline problems (2)	Fails to complete assignments (3)	Low quiz or test scores (4)	Tardiness to class/trips (5)	Poor attitude toward schoolwork (6)	Disruptive behavior (7)	Displays low self-esteem (8)	Lacks motivation (9)	Lacks basic health care (10)	Has trouble understanding class material (11)	Basic skill development far below class average (12)	Reading (a)	Mathematics (b)	Writing and Spelling (c)	Library Skills (d)	Oral Language (e)	Principal
Totals																			

Migrant Coordinator | School District | District Code

MSRTS Records Clerk | Telephone Number | DIRECTIONS: (See Backside)

CENSUS OF ELIGIBLE MIGRANT CHILDREN

PART I. **(Ages 0-21) STATUS MAY 1, 1991**

Category (Age/Grade Group)		Currently Service Priority Inter	Currently Service Priority Intra	Formerly First Year	Formerly Beyond First Year	TOTAL
PRE-K	(0-2)					
PRE-K	(3-4)					
SCHOOLAGE (Enrolled)	K					
SCHOOLAGE (Enrolled)	1					
SCHOOLAGE (Enrolled)	2					
SCHOOLAGE (Enrolled)	3					
SCHOOLAGE (Enrolled)	4					
SCHOOLAGE (Enrolled)	5					
SCHOOLAGE (Enrolled)	6					
SCHOOLAGE (Enrolled)	7					
SCHOOLAGE (Enrolled)	8					
SCHOOLAGE (Enrolled)	9					
SCHOOLAGE (Enrolled)	10					
SCHOOLAGE (Enrolled)	11					
SCHOOLAGE (Enrolled)	12					
SCHOOLAGE (Enrolled)	Ungraded					
Residence Only Under 22						
	TOTAL					

Of the Total Reported, Give the Number Identified as: Special Education & ESL			
PRE-K	(0-2)		
PRE-K	(3-4)		
SCHOOLAGE (Enrolled)	K		
SCHOOLAGE (Enrolled)	1		
SCHOOLAGE (Enrolled)	2		
SCHOOLAGE (Enrolled)	3		
SCHOOLAGE (Enrolled)	4		
SCHOOLAGE (Enrolled)	5		
SCHOOLAGE (Enrolled)	6		
SCHOOLAGE (Enrolled)	7		
SCHOOLAGE (Enrolled)	8		
SCHOOLAGE (Enrolled)	9		
SCHOOLAGE (Enrolled)	10		
SCHOOLAGE (Enrolled)	11		
SCHOOLAGE (Enrolled)	12		
SCHOOLAGE (Enrolled)	Ungraded		
Residence Only Under 22			
	TOTAL		

PART II. **SUMMARY (AGES 0-21)**

PRE-K (0-4)					
Schoolage					
Ungraded					
Residency Only					
TOTAL					

PRE-K		
Schoolage		
Ungraded		
Residency Only		
TOTAL		

Directions and Definitions for completing Census (head count) of Eligible Migrant Children (Ages 0 thru 21) May 1, 1991.

DIRECTIONS: Complete and mail two (2) copies to Laura Graham, 1705 Capital Plaza Tower on or before May 17, 1991.

PART I Grand Totals should agree both vertically and horizontally. Please run a calculator tape on the final report before mailing.

PART II Summary Totals should agree with Part I Totals.

Special Education and English as a Second Language (ESL) children are included in the totals of Part I and also counted in the Special Ed/ESL Columns. Special Education designation should be confirmed by the coordinator of Special Education.

DEFINITIONS:

1. CENSUS - a head count of eligible migrant children, ages 0 thru 21, who have not received a high school diploma or a GED (general education diploma). Instructional or supportive services using migrant funds are not a consideration when completing this census. Just count the eligible children by age/grade category and enter data under appropriate status.

2. ELIGIBLE MIGRANT CHILDREN - children, ages 0 thru 21, identified as migrant under a Chapter 1 Migrant Program Grant from the Kentucky Department of Education and for whom you have an official COE (Certificate of Eligibility) as of May 1, 1991.

3. STATUS - status is determined by the LQM (last qualifying move) date. Use the table below to determine status as of May 1, 1991:

	Last Qualifying Move (LQM):
Currently (Inter or Intra)	Between May 90 and May 91
Formerly 1st year	Between May 89 and May 90
Formerly Beyond 1st year	Prior to May 89

4. CATEGORY (Age/Grade Group) - There are three (3) categories: Pre-Kindergarten (Ages 0-4), School Age (K-12 plus Ungraded) enrolled in school and Residency Only, eligible children under age 22 not enrolled in school, including nongraduates and dropouts.

5. UNGRADED - eligible migrant children enrolled in school but not assigned to a specific grade level.

6. ESL - children for whom English is NOT their native language or mother tongue.

TEACHER'S/ADVOCATES SUMMARY REPORT
Headcount of Migrant Participants Receiving
Migrant Funded Services the month of May, 1991

MIGRANT DATABASE 1991

(See Instructions backside)

LEA Name _____
LEA Code ___ ___ ___ Grade Level _____
Migrant Teacher/Advocate Reporting _____

Note: These students should have CTBS/4 Answer Sheets identified as Migrant served.

Due May 31. Name of Migrant Studen (Last First M.I.)	(A) Year of Birth	(B) Migratory Status				(C) Race/Ethnic				(D) Gender		(E) Grade Level (PreK 12)	(F) Attendance		(G) Achievement Status				Migrant Funded Services										(J) Chapter One		(K) 94-142		(L) (English Second Language)
		Currently		Formerly															(H) Instructional					(I) Supportive								
		Inter	Intra	1st Year	Beyond 1st Year	Asian	Black	Hispanic	White	Male	Female		Days Present	Days Absent	Promoted	Graduated	Retained	Dropped Out	Reading	Math	Language Arts	Vocational Career	Teacher Consultation	Academic Guidance	Social Work/ Outreach	Health	Dental	Nutrition	Pupil Transportation	Reading	Math	Male	Female	ESL
1.																																	
2.																																	
3.																																	
4.																																	
5.																																	
6.																																	
7.																																	
8.																																	
9.																																	
10.																																	
SUBTOTALS																																	

KDE/MIC APPROVED
9100-K204 REV. 3/91

INSTRUCTIONS FOR COMPLETING MIGRANT DATABASE 1991

PART I. TEACHER/ADVOCATE'S SUMMARY REPORT

1. Before beginning this report, please review the definition of terms on the front page of PART II: Assessment Questionnaire. Note the meaning of participant.

   Please report on this form those migrant participants receiving migrant funded instructional and/or supportive services the month of May, 1991.

2. If your district project is serving less than ten (10) migrant participants, you may arrange the participants in order of grade level (Pre K-12) and enter all on the same page. If you have more than 10, please use a separate sheet for each grade and alphabetize by last time of students. Give last and first name.

3. Teachers and Advocates must identify those students receiving migrant funded services the month of May. The MSRTS clerk can be helpful with Columns A through D after students have been identified. All students enrolled on MSRTS are not to be reported; report only those receiving documented funded services. For example, instruction from a teacher paid with migrant funds or a migrant paid advocate who rendered documented support services. Materials may have been purchased specifically for a student. Report instructional services and supportive services by placing a check (✓) in the appropriate column.

4. Beginning with Column E, Grade Level, the most knowledgeable person about each student - the teacher/advocate must supply the data.

5. In the upper right corner, list the district, district code, grade level for that page, and the name of the migrant teacher/advocate reporting.

6. Column F: List the total days present and total days absent at the close of the regular school year for each student.

7. Column G: Report promotion or retention with a check (✓). Enter number of credits earned for each high school student. Grades 10, 11, 12 - report total credits accrued.

8. Column H and I: Report the migrant funded services with a check (✓) in the correct category.

9. Column J: If the students receiving migrant funded services were given additional instruction under Chapter I Basic funding, check (✓) the appropriate box.

10. Column K: If the student is designated with Handicapping Condition, indicate with a check (✓) male or female.

11. Column L: Report the student with English as a second language (not a native language.)

When all of the students at a grade level are entered on teh MIGRANT DATABASE, summarize the grade level at the bottom of the page'- SUBTOTALS, as follows:

1. Column A: Omit year of birth. Coordinator will summarize birth year.
2. Columns B thru D: Record the number of checks (✓) in each subtotal space.
3. Column E: Record the number of students served.
4. Column F: Record the Total days of attendance and absence for all students.
5. Column G: Record number promoted or retained. P & R should equal number served (Column E).
6. Column H and I: Record the number of checks (✓) in each category of service. If you have no documented migrant funded service checked, please remove this name from your MIGRANT DATABASE.
7. Column J and K and L: Record the number of checks (✓) in the SUBTOTALS space.
8. Review your report for accuracy, make a neat copy and give to your Migrant Coordinator before or about May 31, 1991.

THANKS FOR A JOB WELL DONE!

BEST COPY AVAILABLE

PART I

COORDINATOR'S SUMMARY REPORT

Migrant Participant's Receiving Migrant Funded Services the month of May, 1991. Due May 31, 1991.

MIGRANT DATABASE 1991

(See Instructions backside)

LEA Name _____

LEA Code ___ ___ ___

Coordinator/Advocate _____

Due May 31. Grade Level	(A) Year of Birth Data	(B) Migratory Status				(C) Race/Ethnic				(D) Gender		(E) Migrant Students Served	(F) Attendance		(G) Achievement Status				Migrant Funded Services										(J) Chapter One		(K) 94-142		(L)
		Currently		Formerly															(H) Instructional					(I) Supportive									
		Inter	Intra	1st Year	Beyond 1st Year	Asian	Black	Hispanic	White	Male	Female		Days Present	Days Absent	Promoted	Graduated	Retained	Dropped Out	Reading	Language Arts	Math	Vocational Career	Teacher Consultation	Academic Guidance	Social Work/ Outreach	Health	Dental	Nutrition	Pupil Transportation	Reading	Math	Female	Male	ESL (English Second Language)
Pre-K	Record Year or Birth Data on backside																															
K																																
1																																
2																																
3																																
4																																
5																																
6																																
7																																
8																																
9																																
10																																
11																																
12																																
UNGRADED																																
TOTALS																																

KDE/MIC APPROVED REV 1-91

Due May 31.

Note: Migrant students reported here should have CTBS/4 Answer Sheets identified as Migrant served. Use data to answer the point in time assessment questionnaire. Keep a copy for your records. Due May 31.

INSTRUCTIONS FOR COMPLETING MIGRANT DATABASE 1991

PART I. COORDINATOR'S SUMMARY REPORT

1. Before beginning this report, please review the definition of terms on the front page of PART II: Assessment Questionnaire. Note the meaning of project, participant, etc.

2. Review the Migrant Teachers' reports (no longer required by Frankfort office) for compliance with the project goals and project budget. Reread your project application for the 1990-91 school year. Evaluation seeks to measure the impact of your project.

3. Record the SUBTOTALS for each grade in the appropriate spaces on the Coordinator's Report.

4. Record the grand total for each column B through L.

5. Check grand totals for accuracy. Columns totals in B, C, D, E and G should be equal or represent the same number of students. Columns H and/or I must show migrant funded services for each student.

6. Verify the Chapter One services to migrant participants. Enter the grand totals for columns H, I, J, K and L.

7. Calculate the percentage of attendance for your migrant program. Enter % below TOTAL line.

8. Calculate the percentage of promoted students. Calculate the percentage of credits earned. Enter % below TOTAL line.

PART II. POINT-IN-TIME ASSESSMENT QUESTIONNAIRE

9. In consulatation with Migrant Staff and using the Migrant Data base, complete PART II POINT-IN-TIME ASSESSMENT QUESTIONNAIRE.

10. Review for completion. Keep one copy.

11. MAIL to Frankfort Office the following reports no later than May 31, 1991:

    2 copies of PART I Coordinator's Summary Report.
    2 copies of PART II POINT-IN-TIME ASSESSMENT QUESTIONNAIRE.

THANKS FOR A JOB WELL DONE!

Kentucky Department of Education
Division of Compensatory Education
1705 Capital Plaza Tower
Frankfort, Kentucky 40601
Telephone (502) 564-4201

LEA Name: _____

LEA Code: __ __ __

Migrant Coordinator _____

Telephone Number ( ) _____

Due: May 31, 1991

PART II POINT-IN-TIME ASSESSMENT QUESTIONNAIRE, MAY, 1991

INSTRUCTIONS: Complete in triplicate. Retain one copy and submit two copies to the above address by May 31, 1991. This report is based on the May Headcount. No test data is needed to complete this report; therefore, the due date is May 31.

MIGRANT STUDENT PARTICIPANTS

1. a) Unduplicated count of children served in Chapter 1 Migrant Project by migratory status and grade.

GRADE	SCHOOL LEVEL								TOTAL
	CURRENTLY		FORMERLY		FISHERY		FORMER FISHERY		
	Inter	Intra	1st Year	Beyond 1st Year	Inter	Intra	1st Year	Beyond 1st Year	
Ages 0-2									
Ages 3-4									
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
Ungraded									
Other									

KDE/MIC APPROVED
9100-K204 Rev. 3/91

DEFINITION OF TERMS

The following definitions are provided to establish a consensus of certain terms used in the Point-in-Time Assessment Questionnaire.

PROJECT is used to denote the school district's plan to assist educationally disadvantaged migrant students as described in your 1990-91 school year application and to provide services as allocated in your 1990-91 migrant budget.

Migrant Participants are those who receive instructional or support services funded totally or in part with ESSIA Migrant funds. Do not count students who only were enrolled on the MSRTS and did not receive instructional or supporting services funded totally or in part with migrant funds.

Unduplicated Count is a count of Migrant Program students that includes each student exactly once regardless of how many services he/she receives or how many times he/she receives services in a state. For example, a student may receive services in several sites as he/she moves across the state. He/she would only be counted once for the state. Therefore, May, 1991 we do the headcount and point-in-time assessment on all migrant participants.

Duplicated Count is a count in which students may be represented more than once. Generally, a sum of overlapping unduplicated counts. For instance, a student receiving both reading and mathematics instruction is counted twice: once for reading and once for mathematics. If a student moves across LEAs, he/she should only be counted once for each service received in that state even though he received the service in several sites.

Supporting Services are those services which provide administrative, technical (such as guidance and health), and logistical support to facilitate instructional and community services. Includes services such as attendance, social work, guidance, psychological counseling, health, dental, nutrition, pupil transportation, and those for handicapped children.

MIGRANT STUDENT PARTICIPANTS (Continued)

1. b) Number of participants by grade level. This total should equal the total in 1a.

GENDER	GRADE LEVEL															TOTAL ALL GRADES
	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	
Male																
Female																
TOTAL																

1. c) Number of project participants by race or ethnic group:

_____Asian or Pacific Islander
_____Black, not Hispanic
_____White, not Hispanic
_____Hispanic
_____Multi-racial
_____Total

1. e) Number of project participants by year of birth

1989	1988	1987	1986	1985	1984	1983	1982	1981	1980	1979	1978	1977	1976	1975	1974	1973	1972	1971	1970	TOTAL

Note: All totals (1a, 1b, 1c, 1d, and 1e) should be equal.

STAFF POSITIONS

2. a) Give the number of staff employed in migrant funded projects by job classification or position. A person filling two positions would be counted twice, since he/she is receiving salary for two designated positions. Convert the number of staff under each job classification to full-time equivalents (FTEs) to the nearest tenth.

Job Classification	Migrant Coordinator	Advocate	Teachers	Aides	MSRTS Entry Specialist	Recruiters	Clerks	Support Service Staff (Specify)	Other ( )	Other ( )
# Staff										
FTEs										

STAFF POSITIONS (Continued)

2. b) Indicate the number of staff that participated in pre-service or in-service training and staff development during the 1990-91 school year.

Name of Staff Member	Job Category	Topic

PROJECT DESCRIPTION

3. a) Setting:

( ) In Class
( ) Pull out
( ) Laboratory
( ) Advocacy

3. b) Student Exposure:

Average number of students contacts per week. _____

3. c) Number of school sites served:

Elementary schools _____
Middle schools _____
High schools _____

3. d) Project Cost (Close Estimate):

Staff	Instructional Materials	Support Services	Total Expenditures	Number Students Served (May, 1991)	Cost per Student
$ +	$ +	$ =	$	+	$ =

3. e) Name of person responsible for collecting, aggregating, and reporting migrant evaluation data to the Frankfort SEA office.

_____ (Name) _____ (Title)

_____ (Address) _____ (Telephone Number)

Objective 1. INSTRUCTIONAL SERVICES (Duplicate Count)

4. a) Participants (Duplicate count)
Indicate the number of migrant students by grade level receiving migrant funded instructional services as allocated in your 1990-91 Migrant Budget.

Subject	Grouping	Currently	Formerly
English to Limited English Background (ESL)	Pre - K		
	K - 6		
	7 - 12		
Reading	Pre - K		
	K - 6		
	7 - 12		
Language Arts Not Above	Pre - K		
	K - 6		
	7 - 12		
Mathematics	Pre - K		
	K - 6		
	7 - 12		
Vocational Career	Pre - K		
	K - 6		
	7 - 12		
Other (Specify)	Pre - K		
	K - 6		
	7 - 12		
Other (Specify)	Pre - K		
	K - 6		
	7 - 12		

4. b) Number of migrant children receiving supplemental instruction in Chapter 1 Basic Program, reading and mathematics by grade level.

CHAPTER 1 BASIC GRANT	GRADE LEVEL															TOTAL ALL GRADES
	Pre K*	K*	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	
Reading																
Mathematics																

4. c) Number of migrant children receiving special education services under P.L. 94-142, by gender and grade level.

GENDER	GRADE LEVEL															TOTAL ALL GRADES
	Pre K*	K*	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	
Male																
Female																
TOTAL																

Objective 2. SUPPORTIVE SERVICES

5. a) Indicate the number of migrant students by grade level receiving migrant funded supportive services as allocated in your 1990-91 Migrant Budget.

Supportive Services	Grouping	Currently	Formerly
Guidance Counseling	Pre - K		
	K - 6		
	7 - 12		
Social Work Outreach	Pre - K		
	K - 6		
	7 - 12		
Health	Pre - K		
	K - 6		
	7 - 12		
Dental	Pre - K		
	K - 6		
	7 - 12		
Nutrition	Pre - K		
	K - 6		
	7 - 12		
Pupil Transportation	Pre - K		
	K - 6		
	7 - 12		
Other (Specify)	Pre - K		
	K - 6		
	7 - 12		
Other (Specify)	Pre - K		
	K - 6		
	7 - 12		

5. b) Indicate the number of children recorded above who received the following medical services funded wholly or partially by your migrant project.

SCREENINGS AND EXAMINATIONS					TREATMENTS				
Visual	Audio	Dental	Physical	Immunization	Visual	Audio	Dental	General Medical/ Surgical	Immunization

5. c) Number of migrant students promoted and number retained.

ACHIEVEMENT STATUS MAY, 1991	GRADE LEVEL															TOTAL ALL GRADES
	Pre K*	K*	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	
Promoted																
Retained																
TOTALS																

5. d) Number of migrant students who graduated from high school during the 1990-91 school year? _____

5. e) Number of migrant students who dropped out of high school during the 1990-91 school year? _____

PARENT - TEACHER INVOLVEMENT

6. a) Parent Activities
Number of parents of migrant students involved in the following activities:

(1) Served on Migrant Parent Advisory Council	
(2) Number of PAC meetings held	
(3) Participated in project planning and implementation	
(4) Worked as volunteers in the migrant classroom(s)	
(5) Worked as volunteers in migrant activities outside the migrant classroom (e.g., chaperoned activities, provided transportation, etc.)	
(6) Were migrant funds provided for parent activities?	Circle One YES NO
(7) If yes, how much money was spent?	$

6. b) Teacher Activities

(1) Number of regular teachers of migrant students seeking assistance from migrant staff with student problems/concerns.	
(2)	

Objective 3. IDENTIFICATION AND RECRUITMENT

7. a) Check the methods you used to locate children for this project.

( ) Visits by school representatives to migrant camps/homes
( ) Heard about children through other people from the migrant community
( ) Parents voluntarily sent children
( ) Review of school enrollment forms
( ) Information supplied by local community agencies and organizations
( ) Referrals made by other school programs
( ) Information supplied by the local social welfare services
( ) Other (specify) _____

BEST COPY AVAILABLE

Objective 3. IDENTIFICATION AND RECRUITMENT (Continued)

7. b) Number of migrant children recruited and enrolled on MSRTS since July 1, 1990. _____

7. c) Name of person responsible for recruitment. _____

Telephone Number (_____) _____

7. d) Expenditures for Identification and Recruitment:

Travel and Supplies $ _____

Staff $ _____

DISSEMINATION

8. a) Check the procedures or methods used to disseminate information regarding the success(es) you had with your project.

( ) Local newspaper articles
( ) Brochures, pamphlets or newsletters
( ) Communication with parents
( ) Reports to local school board
( ) Discussion with other migrant staff at SEA-sponsored meetings
( ) Local TV and radio programs
( ) Informing SEA circulating staff of successful experiences
( ) Visits to other projects
( ) Discussion with other interested individuals or groups
( ) Other (specify) _____

8. b) Please comment briefly on the unique success of one of your students served by your Migrant Project during the 1990-91 school year.

_____

_____

_____

_____

_____

_____

_____

_____

(Use back of sheet)

SEA CONTACT

( )YES ( )NO Did you have any contact with a migrant representative from the state education agency regarding migrant programs?

9. a) If yes, indicate the type of contact that you have had.

( ) Met at SEA inservice session(s)
( ) Telephone contact
( ) Written communication
( ) Project visitation
( ) Other (specify) _____

9. b) Check the areas which best describe the nature of the assistance provided by the SEA representative(s). Please provide comments.

( ) Developing project application
( ) Planning program activities
( ) Financial questions/problems
( ) Completing SEA forms
( ) Clarifying guidelines
( ) Evaluating migrant project
( ) Identifying local migrant populations
( ) Initiating new projects
( ) Inservice training
( ) MSRTS Workshop
( ) Other (specify) _____

9. c) How might the SEA assist your project staff in planning for future projects?

STRENGTHS/WEAKNESSES

10. a) What do you consider to be the major strengths of migrant education in Kentucky?

10. b) What do you consider to be the weaknesses of migrant education in Kentucky?

10. c) What are your recommendations for program improvement?

Thank you for completing the questionnaire.